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Project Summary: Enhancing and Revising Emergent Literacy OER Text

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# Overview

**This project will focus on creating and enhancing OER materials for an Early Childhood Education course, Early Language and Literacy Development, at Springfield Technical Community College.**

# Motivators

Identify the primary motivators that drive this project.

# Course and Audience

What courses will this OER be used in? Identify both the primary student audience (academic level, discipline etc.) and any secondary audiences (instructors, researchers, professionals, other interested parties).

**This OER will be used in ECE 200 Early Language and Literacy Development at STCC. This course is typically taken in the final semester of the Associates Degree Program in the Early Childhood Education Department.**

# Significant Learning Outcomes

* Articulating the overarching learning goals will guide you in the process of locating useful resources and/or creating your own.
* If the OER is assigned to be used in a particular course, list and revise the course outcomes.
* ***What do you want students to learn that will still be with them several years later?***
* Think expansively, beyond “understand and remember” kinds of learning. Use this as an opportunity to build your dream course.

**Learning Outcomes**

* Recognize that language and emergent literacy are active and constructive processes
* Defend the value of play and experiences
* Investigate learning environments that encourage oral interactions through language and stories
* Discuss various reading and writing experiences
* Identify developmentally appropriate language arts programs
* Define strategies of ongoing assessment to guide instruction
* Determine how children learn and how literacy develops
* Document ways to evaluate and select quality literature for young children
* Explore the use of technology to enhance emergent literacy
* Study the organization and management of classroom environments with respect to emergent literacy
* Examine the needs of diverse learners
* Confirm the importance of family in the emergence of literacy

# Course Materials Needed

Think about the teaching environments in which your OER will be used. Identify what materials you will need in addition to a core textbook or ancillary materials. You may want to list and link to items like a syllabus, assessments, lesson plans, teaching aids, etc. List these out below.

**Syllabus**

**Assessments including open book short answer quizzes**

**Power Point Presentations?**

# Using Existing OER?

Will you be using existing OER to adapt or remix for your purposes. Scanning the OER landscape in your discipline will help decide how much content you will need to create in addition to what you can find among already existing materials.

The [OER worksheet linked here](https://docs.google.com/document/d/1ujRzFu2DMAS-uDX-hiG5Yx5X2Plp-qa_aFNzX1yvPBI/edit?usp=sharing) will guide you in the process of locating OER and mapping suitable resources to your project.

**Identified OER text:** [**https://www.oercommons.org/courses/early-childhood-literacy-engaging-and-empowering-emergent-readers-and-writers-birth-age-5**](https://www.oercommons.org/courses/early-childhood-literacy-engaging-and-empowering-emergent-readers-and-writers-birth-age-5)

# Structure

1. **Chapter Structure:** *If you are creating a textbook,**how will the textbook be structured? (e.g. 3 parts to every chapter, student-facing text plus instructor handbook etc.).*
2. **Adapting/ Remixing:** *Will you be drawing on existing OER? In what ways?*
3. **Supplementary Materials:** *What (if any) accompanying elements (e.g. instructor resources, presentations, quizzes, maps, data sets) will be produced or collected? If you are creating these, how would these be structured?*
4. **Inclusion, Equity, Diversity:** *What voices and representations will you want to use to help convey specific information in your OER? How will you embed the diverse*

*perspectives?*

**Supplementary material will include instructor resources, open book short answer quizzes, related websites, podcasts, YouTube videos, and application activities.**

**Diverse perspectives will embedded throughout the text with the inclusion of vignettes, photos, and videos.**

# Licensing

Explain what license the OER will carry and why. You may want to link to external resources where readers can go for more information on the CC BY license, such as the [Creative Commons website](https://creativecommons.org/), or the [Rebus Community Licensing Policy](https://rebus.foundation/2019/09/30/the-evolution-of-rebus-communitys-licensing-policy/).

**The proposed text is licensed by Creative Commons.**

# Anticipated Timeline

Provide an approximate timeline for the project. This doesn’t have to be comprehensive, or rigid, but an indicator of dates for major milestones (e.g. chapters submitted, editing complete, peer review complete, layout, accessibility review, initial release, classroom review, etc.).

**Professional development training. related to the ROTEL grant will begin in the summer of 2022. This period will also result in further research and planning, During the fall of 2022 the following units will be developed:**

1. Defining Emergent Literacy (Complete by 9/2/22)

2. Early Years and Brain Development (by 9/16/22)

3. Literacy Theories (by 9/30/22)

4. Home Literacy Environments (by 10/14/22)

5. Play Based Learning (by 10/28/22)

6. Assessment (by 11/11/22)

7. Language Development (by 11/25/22)

8. Emergent Readers (by 12/9/22)

9. Emergent Writers (by 12/23/22)

10. Emergent to Conventional Reading and Writing (by 1/6/23)

**By the start of the spring semester the text and all related materials will be in place. Early Language and Literacy Development will be offered in the spring of 2023. During this time the text will be supplemented with the voices of the students. With their permission, their experiences and thoughts will be documented and included in the text.**

# Measures of Success

* How will you know if you’ve met your goal?
* What constitutes success, and how will you measure it?
* Consider indicators along the production process like number of participants, diversity of perspectives (geographic, cultural, social, etc.), feedback opportunities, number of adoptions etc.
* Also think about student success beyond traditional metrics of grades and focus on deeper learning measures. Do students feel joyful and empowered in the course?
* These don’t have to be comprehensive, but help to clarify what success means to your project, beyond just writing a text.

