



EC213 Language and Literacy in ECE

Christy Jackson

Fall 2014

Dakota College Bottineau

Course Syllabus

Keep this syllabus for reference throughout the semester

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| Course Title: Language and Literacy in ECE | Instructor: Christy Jackson |
| Course Prefix/Number: EC213 | Office: Online |
| Class Location: Online | Office Hours: Online. Arrange chat sessions with the instructor as needed. |
| Lecture/Lab Schedule: Within the online course. Students are not required to attend any sessions on campus. | Instructor Contact Information: Phone: 701-240-5866 Email: Moodle course email system. |
| Credits: 3 | |
| Pre-/Co-requisites: None | |

Course Description: This course is designed to teach students major content areas of early literacy development instructional strategies, and appropriate early experiences that support early literacy development in preschool children. Emphasis is placed on speaking and listening, as well as reading and writing. Upon completion of the course, students will be able to select, plan, implement, and evaluate appropriate early literacy experiences.

Relationship to Campus Theme: The goal of the Caregiver Services Department is to prepare professionals to work in the caregiver industry and provide an educational continuum for degree advancement. The Caregiver Department is committed to a hands-on learning environment and uses field experiences in caregiving settings as common instructional techniques.

Goals/Objectives: By the end of the course, students will be able to:

- Acquire and apply methods and strategies based on professional industry standards.
- Understand the goals, benefits, and uses of assessment.
- Know about and use observation, documentation, and other appropriate assessment tools and approaches.
- Understand and practice responsible assessment.
- Engage in assessment partnerships with families and other professionals.
- Knowing and understanding the importance, central concepts, inquiry tools, and structure of content areas or academic disciplines.
- Embrace the role of experts in education and human services professions.
- Identify and involve oneself with the early childhood field.
- Knowing about and upholding ethical standards and other professional guidelines.
- Integrate knowledgeable, reflective, and critical perspectives on early guidelines.
- Engage in informed advocacy for children and the profession.

Student Outcomes:

| The student will demonstrate knowledge of the: | CEC Standard | Evidence/Criteria |
|--|--------------|--|
| Demonstrate sensitivity to the diversity of individuals and families | SEP3S1 | Graded Assignment 7: English Language Learners Interview Graded Assignment 11: Books Throughout the Curriculum & Environment Graded Assignment 5: Child's Language Dev. |
| Basic instructional and remedial strategies and materials | SEP4K1 | Graded Assignment 2: Getting Started Graded Assignment 4: Module 3 Vocabulary Graded Assignment 8: Module 4 Vocabulary Graded Assignment 17: Book Reading Experience |
| Use strategies, equipment, materials, and technologies, as directed, to accomplish instructional objectives. | SEP4S1 | Graded Assignment 9: Environmental Literacy Scan Graded Assignment 10: Environmental Print Walk Graded Assignment 11: Books Throughout the Curriculum & Environment Graded Assignment 13: Literacy for All Children Graded Assignment 17: Book Reading Experience |
| Assist in adapting instructional strategies and materials as directed. | SEP4S2 | Graded Assignment 9: Environmental Literacy Scan Graded Assignment 10: Environmental Print Walk Graded Assignment 11: Books Throughout the Curriculum & Environment Graded Assignment 13: Literacy for All Children Graded Assignment 17: Book Reading Experience |
| Use strategies as directed to facilitate effective integrations into various settings | SEP4S3 | Graded Assignment 9: Environmental Literacy Scan Graded Assignment 10: Environmental Print Walk Graded Assignment: Final Exam |
| Demands of various learning environments | SEP5K1 | Graded Assignment 9: Environmental Literacy Scan Graded Assignment 11: Books Throughout the Curriculum & Environment |
| Establish and maintain rapport with learners | SEP5S1 | Graded Assignment 17: Book Reading Experience Graded Assignment: Final Exam |
| Follow written plans, seeking clarification as needed. | SEP7S1 | Graded Assignment 11: Books Throughout the Curriculum & Environment Graded Assignment 17: Book Reading Experience |
| Prepare and organize materials to support teaching and learning as directed. | SEP7S2 | Graded Assignment 9: Environmental Literacy Scan Graded Assignment 11: Books Throughout the Curriculum & Environment Graded Assignment 13: Literacy for All Children Graded Assignment 17: Book Reading Experience Graded Assignment 18: Running Record Practice Final Exam |
| Rationale for Assessment | SEP8K1 | Graded Assignment 18: Running Record Practice |
| Demonstrate basic collection techniques as directed | SEP8S1 | Graded Assignment 9: Environmental Literacy Scan Graded Assignment 18: Running Record Practice |

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| Make and document objective observations as directed | SEP8S2 | Graded Assignment 9: Environmental Literacy Scan Graded Assignment 18: Running Record Practice |
| Follow instructions of the professional | SEP9S2 | Graded Assignment 11: Books Throughout the Curriculum & Environment Graded Assignment 17: Book Reading Experience |
| Demonstrate commitment to assisting learners in achieving their highest potential | SEP9S5 | Graded Assignment 17: Book Reading Experience |
| Maintain a high level of competence and integrity | SEP9S7 | Graded Assignment 3: Module 2 Vocabulary Graded Assignment 6: Video Review of Language Dev. |
| Demonstrate proficiency in academic skills, including oral and written communication | SEP9S9 | Graded Assignment 6: Video Review of Language Dev. Graded Assignment 14: Analyzing Children's Writing Opportunities |
| Engage in activities to increase one's knowledge and skills | SEP9S10 | Graded Assignment 2: Getting Started Graded Assignment 6: Video Review of Language Dev. |
| Assist in collecting and providing objective, accurate information to professionals | SEP10S1 | Final Exam |
| Collaborate with stakeholders as directed | SEP10S2 | Graded Assignment 16: 100 Ways to Teach the Alphabet |
| Participate as directed in conferences as members of the educational team | SEP10S4 | Graded Assignment 16: 100 Ways to Teach the Alphabet |

Required Text: Learning to Read and Write: Developmentally Appropriate practices for Young Children

Authors: S.B Newman, C. Copple, and S. Bredekamp

Publisher: National Association for the Education of Young Children (NAEYC)

ISSN: 0-935989-87-0

| Description of Assignment/Assessment | CEC Standard | Points Possible | Points received |
|--|--------------|-----------------|-----------------|
| Introductions: Students will introduce themselves to fellow students. | | 1 @ 20 pts | |
| Vocabulary: Define words related to the module being discussed. | | 5 @ 20 pts each | |
| Essays: Student will be asked to write an essay on either the required readings or an assigned project. | | 9 @ 20 pts each | |
| Multiple Choice: Answer a series of multiple choice questions. | | 1 @ 20 pts | |
| Video Review: Students will watch a video and answer questions related to the video. | | 2 @ 20 pts. | |
| Final Exam: Multiple choice style final. | | 1 @ 100 pts. | |
| Total Points | | 460 | |

Grades. Grades will be calculated by dividing total points earned by the total points possible and will be based on the following percentages:

| Percentage | Grade | |
|------------|-------|-----------------|
| 90-100% | A | Target |
| 80 – 89% | B | Acceptable-high |
| 70 – 79% | C | Acceptable-low |
| 60 – 69% | D | Unacceptable |
| 0 – 59% | F | Unacceptable |

Academic and Institution Policies

Academic Integrity:

The academic community is operated on the basis of honesty, integrity and fair play. Occasionally, this trust is violated when cheating occurs, either inadvertently or deliberately. This Code will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

1. The primary responsibility of the students, faculty and administration is to create an atmosphere where the honesty of individuals will not be questioned.
 - a. Faculty members are responsible for providing guidelines concerning cheating and plagiarism at the beginning of each course, and should use precautionary measures and security in cases where cheating is likely to occur.
 - b. Students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred.

View the [Plagiarism Tutorial-Pearson Education](#) to learn more about plagiarism, citing sources, etc.

Webster's Encyclopedic Unabridged Dictionary defines plagiarism as: "The appropriation or imitation of the language, ideas, and thoughts of another author, and representation of them as one's original work."

There will be zero tolerance of any form of academic dishonesty. If any evidence appears of students not doing their own work, plagiarism, or outright cheating on quizzes/exams, the matter is investigated. If it is concluded that such dishonesty occurred, the student in question will receive an automatic "F" for the course. Furthermore, the matter is then reported to the appropriate university office and the instructor will participate in any proceedings against the guilty party.

Confidentiality:

The experience or problems shared by classmates are not to be discussed outside of class. This is a preparation for those going into a field where confidentiality is stressed in the CEC standards for Professional Practice.

Disabilities and Special Needs:

Please inform the instructor within the first week of class if any assistance is required due to disabilities or special needs. If you have a disability for which you need an accommodation, contact the Learning Center to request disability support services. Phone: (701)228-5477; Toll free 1(888)918-5623.

Quality of work:

At the college level of learning, it is expected that all work submitted is free of spelling, grammar, and punctuation errors. Discussion and information must be thought-out, in-depth, and incorporate new vocabulary and concepts learned during course.

| Week | Discussion Topic | Readings Due | Homework Due |
|-------------|---|---|--|
| Week 1 | Module 1 – The Course Introduction orients students to course requirements, course organization, and online navigation. | Online Attendance Netiquette | Class Introductions |
| Week 2 | Module 2 – Setting the Stage provides students with an overview of current research related to early language and literacy development, the foundation upon which the other modules build. | Text: NAEYC & IRA Position Statement, pp. 1-19 | Graded Assignment 2: Graded Assignment 3: |
| Weeks 3-5 | Module 3: Children's Communication & Language Development | Text: Language Dev. Pp. 48-55 & Building Knowledge and Comprehension pp. 56-63 English Lang. Learners Dialogic Reading Fostering Second Lang Dev. | Graded Assignment 4 Graded Assignment 5 Graded Assignment 6 Graded Assignment 7 |
| Weeks 6-8 | Module 4: Books and Print Awareness focuses on concepts of print and instilling Knowledge and love of books in young children. It provides students with strategies to engage children with books and reading. | Text: The Power and Pleasure of Literacy, pp. 28-47 & Concepts in Print, pp. 64-79 Reading Aloud with Children of All Ages Books in the Sand? Markers in the Blocks? Literacy Rich Environment Examples | Graded Assignment 8 Graded Assignment 9 Graded Assignment 10 Graded Assignment 11 |
| Weeks 9-11 | Module 5: Children's Writing includes the development of writing (from scribbles to conventional writing) and strategies on how to embed writing opportunities into daily routines and classroom curriculum. | Text: Letters and Words, pp. 88-95 Literacy for all Children Scribbles, Labels, and Stories Transition to Writing Writing: Empowering Literacy Dictation | Graded Assignment 12 Graded Assignment 13 Graded Assignment 14 |
| Weeks 12-14 | Module 6: Learning the Code: Phonological Awareness and Letter Knowledge centers on how to engage children in learning the literacy code using a variety of meaningful and motivating learning experiences and teaching strategies that promote children's phonological awareness and alphabet knowledge. | Text: Phonological Development, pp. 80-87 & Letters and Words, 88-95 Essentials of Early Lit. The Alphabet Principle Fostering Lang and Literacy Promote, Plan and Play | Graded Assignment 15 Graded Assignment 16 Graded Assignment 17 |
| Weeks 15-16 | Module 7: Synthesis and Review reinforces using observation to assess young children's emergent literacy and provides students with an opportunity to review and synthesize their learning from the entire course. | Text: Informing Instruction in Reading & Writing, pp. 103-110 & Making it Happen, pp. 111-116 Assessment | Graded Assignment 18 Final Exam |