

**Three Rivers Community College
ECE K231 Early Language and Literacy Development
Course Materials**

Fall 2016



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Course Description:

Prerequisite: ENG K101, ECE K101 and ECE K182 are recommended.

The course introduces candidates to language and literacy development in the young child from birth to eight years old. Candidates will explore the early childhood language arts curriculum including speaking, listening, writing, and reading skills. An emphasis will be on the influence of child development milestones on an emerging literacy development. This course will also include experience in the creation of a literacy rich environment that engages children in developmentally appropriate language areas.

Required Texts:

Dickinson, D.K. and Tabors, P.O. (2001). Beginning Literacy with Language. Brooks Publishing.
ISBN: 1-55766-479

Genishi, C. and Dyson, A.H. (2009). Children, Language and Literacy: Diverse learners in diverse times. Teachers College Press.
ISBN: 978-0-8077-4974-6

Additional readings will be assigned throughout the semester.

Course Objectives:

- Understand the variety of techniques available to encourage young children's language and literacy development.
- Develop a literacy-rich environment with consideration for the diverse needs of young children and their different learning styles.

Course Outcomes:

- Candidates will be able to promote language development through a print rich environment and identify teaching techniques and activities that promote language and literacy acquisition for all young children. (NAEYC Standard 5.a)
- Candidates will understand the importance of connecting children's language and culture to the early childhood program to create respectful, reciprocal relationships with families and the community. (NAEYC Standard 2.a, 2.b, and 2.c)
- Use developmentally effective teaching and learning strategies and have sound knowledge of academic disciplines or content areas to give children experiences that promote development and learning. (NAEYC Standard 1.a)

General Education Goals:

- Candidates will be prepared to develop oral messages and written texts of varying lengths and styles that communicate effectively and appropriately across a variety of settings. (Goal1)

- Candidates will be able to use traditional and digital technology to access, evaluate, and apply information to the needs or questions confronting them throughout their academic, professional, and personal lives. (Goal 4)

Policies:

As part of the course, candidates will be required to spend **additional time observing** and/or working with children in actual or simulated child development settings.

Active participation in class discussions and activities is required. Candidates are expected to complete assigned readings prior to class and come to class prepared to discuss them. Throughout the course there will be other written assignments to help guide your studies which will be handed in and counted as part of your participation grade.

Class attendance is required. The greatest amount of learning occurs during class time, where group activities and interactive assignments allow for learning not covered by the text and required assignments. Attendance is taken at the beginning of class. Absences, lateness and / or early departures all count against your attendance grade. Lateness is disruptive, discourteous and usually unwarranted. Please be on time.

Candidates are urged to devote their time and energy to fulfilling stated class requirements. Please note that a credit hour 'work expectation' equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out of class candidate work. **So for this three credit course you should expect to spend a minimum of three in class and six out of class hours (total of nine hours) per week on this course.**

Extra credit points may be considered if a candidate is active in the Early Childhood Education Club, participates in early childhood events, or tutors / supports another classmate in their understanding of course content. Additionally, with prior permission, there may be an opportunity to redo and resubmit an assignment. These opportunities will be decided on an individual basis.

Take home tests will not be accepted beyond the scheduled due date. Make-ups for in class, scheduled tests is not allowed, unless arrangements are made with the instructor in advance. Make-ups must be done in a timely manner.

It is assumed that all other assignments will be completed and turned in on time. Ten percent will be deducted from a late assignment. Assignments will not be accepted beyond a one-week extension. Late assignments cannot be rewritten or resubmitted.

Spelling and grammar will be included as part of the grade for all written work. Thus, proper spelling and careful proofreading are important. A candidate's written work is expected to be original and done independently unless otherwise indicated.

Citations and references must be used to **acknowledge the source and avoid plagiarism**. Violations of academic integrity will be referred to and dealt with in accordance with the college policy.

Academic integrity is essential to a useful education. Failure to act with **academic integrity** severely limits a candidate's ability to succeed in the classroom and beyond. In this class and in the course of your academic career, present only your own best work; clearly document the sources of the material you use from others.

TRCC has assigned you a college email address. Please familiarize yourself with this as this is the **primary way the college communicates with you** (course schedules, financial aid, etc.). In the past students have found it useful to set up their college emails to be forwarded to another place (email or iphone, etc.).

Lap top computers and tape recorders may be used during class time, with prior permission and for the purpose of note taking only. Computers and other forms of technology are prohibited during tests.

Cell phones, pagers, ipods, and other similar devices must be turned off during class. **Texting or using your cell phones during class is not acceptable and you may be asked to leave the class.**

The candidate is responsible for all materials covered in class as well as the assignments. If a candidate misses a class, it is the candidate's responsibility to get the notes from another candidate. **Do not contact the instructor and ask for a review of the class.** Learn to rely on your syllabus and / or another candidate. You may want to share your contact information with other candidates to help facilitate this process.

Candidates with documented disabilities are provided supportive service and accommodations to assist them with their academic objectives. Services are strictly confidential. Disability services may include individualized accommodations, advising, advocacy, counseling, technical assistant and / or referral information. Students who may need academic accommodations should discuss options with the instructor as early as possible. You will need to provide written documentation of your disability to the Candidate Services Counselors (Disabled Candidate Counselor). Appropriate accommodations will be provided to candidates who have completed this procedure.

If you have problems with the course or material, please see me or call to arrange for an appointment. Candidates who are not able to complete the course need to speak to me immediately as we will try to work together to have you complete the class successfully.

TRCC does not follow the local school closing schedule. The TRCC website offers the most updated information about school closings and / or early dismissals. It is recommended that all candidates sign up for the electronic notification system to receive instant alerts and messages. In the event that class is cancelled, separate from the college, the instructor may notify candidates using the Blackboard messaging system and / or the email contact available through TRCC. Please be sure the college has your updated contact information.

Please refer to the Institutional Policies available in the Office of the Dean of Student Development and Services as well as on line, which include regulations regarding candidate conduct and the disciplinary code.

This syllabus is subject to change. Any changes will be announced.

Points given for requirements are as follows:

Please use this as a tool to keep a record of your progress in this course.

Assignment	Points	Due Date	Grade Received
Literacy Portfolio Assignment	100		
Learning Experience Plans (2)	100		
Reading Observation Assignment	50		
English Language Learners Presentations	50		
Quizzes (5 x 20)	100		
Family Involvement Activity	50		
Attendance and Participation (<i>article reviews included</i>)	50		
Total	500		

Final Grade:

Your final grade is calculated by dividing the number of points by 500 (to get a number out of 100).

	A	93 - 100	A-	90 - 92	
B+	87 - 89	B	83 - 86	B-	80 - 82
C+	77 - 79	C	73 - 76	C-	70 - 72
D+	67 - 69	D	63 - 66	D-	60 - 62
F	under 59				

Fall 2016 Course Content and Study Guide

Week	Date	Activities / Assignments	Genishi & Dyson Reading	Dickinson & Tabors Reading	Key Concepts
1	8/28	Orientation / Review Course Syllabus Review Assignments			confidentiality participation
2	9/4	No class on Monday Article Review Activity www.Schooltube.com	Chapter 1	Chapter 1	Language development of preschoolers Socio-cultural lens
3	9/11	Article Review: <u>Reading Aloud to Children</u> www.memfox.com		Section I Chapters 2 and 3	Parents and reading Pretend play
4	9/18	Quiz One Article Review: <u>Conversations with Children</u> http://www.easternct.edu/cece Clip 1252 1286		Chapters 4, 5 and 6	Family conversations Rare-word use
5	9/25	Article Review: <u>How Young Children Learn</u> https://www.youtube.com/watch?v=YpCBPNRTjmQ	Chapter 2		Language theories
6	10/2	Quiz Two Article Review: <u>What's all the Fuss?</u> https://www.youtube.com/watch?v=LyglVdxNrEA	Chapter 3	Section II	Biliteracy Preschool supports
7	10/9	No class Monday Article Review: <u>Project Approach</u> https://www.youtube.com/watch?v=tZ2rL0eByfc Reading Observation Due		Chapter 7	Pedagogical beliefs Classroom practices
8	10/16	Article Review: <u>Reading ...Oral Proficiency</u> http://www.easternct.edu/cece Clip 1221		Chapter 8 and 9	Book reading Mealtime conversations
9	10/23	Quiz Three Article Review: <u>Listening ...to Child Talk</u> https://www.youtube.com/watch?v=gFo7hdAjWGg	Chapter 4	Chapter 10	Play and storytelling Large group and free play time conversational settings
10	10/30	No Class Monday – Advising Article Review: <u>Stages of ... Acquisition</u> https://www.youtube.com/watch?v=Y4Jqlxd7ufM Literacy Portfolio Due	Chapter 5		Written language Symbolic repertoires
11	11/6	Quiz Four Article Review: <u>NCLB Act Purpose</u> (website)	Chapter 6	Chapter 11	Assessment NCLB Act (2001)
12	11/13	Family Involvement Activity Due Literacy Classroom Observation http://www.easternct.edu/cece Clip 1228		Section III	Home and school
13	11/20	Article Review: <u>20 Tips for ...Relationships</u> Learning Experience Plans Due No Class on (Wednesday)		Chapter 12 and 13	Parent involvement
14	11/27	Article Review: <u>Stages of Language Dev.</u> https://www.youtube.com/watch?v=_Vx0yAVc1Zk	Chapter 7		Language curriculum
15	12/4	Quiz Five Literacy Reading Test (<i>practice only</i>) ELL Presentations			

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Resource List

_____ (2010). 20 key milestones. *Parent and Child*.

ACEI Exchange. News and Communications from the ACEI Community

Alleyne, C.J. (2013). *Early Literacy Development: A focus on preschool*. Connecticut State Department of Education. Bureau of Early Childhood Education and Social Services.

Alliance for Childhood www.allianceforchildhood.org

Backus, K., Evans, L. & Thompson, M. (2002). *25 terrific art projects based on favorite picture books*. Scholastic, Inc.

Barone, D. M., Mallette, M. H. & Hong Xu, S. (2005). *Teaching early literacy: Development, assessment and instruction*. The Guildford Press.

Brickmayer, J., Kennedy, A. & Stonehouse, A. (2008). *From lullabies to literature: Stories in the lives of infants and toddlers*. Washington, DC: NAEYC.

Calderon, M., Slavin, R., Sanchez, M. (2011). *Effective instruction for English Learners*. The Future of Children 21 (1).

Canizares, S. (2008). For the love of words. *Scholastic Early Childhood Today*.

Choo, C. M. (April, 2009). Listening and responding to child talk. *Suite 101*.

Choo, C. M. (April, 2009). Reading begins with oral proficiency. *Suite 101*.

Christ, T. and Wang, X.C. (2010). *Bridging the Vocabulary Gap: What the research tells us about vocabulary instruction in early childhood*. Research in Review. Young Children. NAEYC.

Coiro, J. (March, 2003). Why read aloud. *Scholastic Early Childhood Today*.

Colker, L.J. (2008). *Family Involvement: A key ingredient in children's reading success*. Reading is Fundamental Newsletter.

Connecticut Charts A Course – Resources, articles and trainer materials

Connecticut DOE. (1999). *The Connecticut Framework: Preschool Curricular Goals and Benchmarks*.

Cooper, J.L., Masi, R. and Vick, J. (2009). *Social-emotional Development in Early Childhood: What every policymaker should know*. National Center for Children in Poverty. August.

- Dickson, D. K. & Tabors, P. O. (2001). *Beginning literacy with language*. Brooks Publishing Co., Inc.
- Doyle, R.P. (2010). Books: Challenged or Banned in 2010 – 2011. www.ala.org/bbooks
- Early Childhood Learning and Knowledge Center (ECLKC)
- Evans, J. (June 2009). Teaching kids to read three letter words and beyond. *Suite 101*.
- Gandara, P. (2010). *The Latino education crisis*. Educational Leadership, 67.
- Genesee, F., Lindholm-Leary, K., Saunders, W. and Christian, D. (2005). *English language learners in US schools: An overview or research findings*. Journal of Education for Students Placed at Risk. 10.
- Gibson, A. (2009). *Storytime: Share a good book*. Scholastic, Inc.
- Goldenberg, C. (2008). *Teaching English language learners: What the research does – and does not say*. American Educator, 32.
- Jalongo, M. R. (2004). *Young children and picture books*. (2nd ed.). Washington, DC: NAEYC.
- Lenart, C. (July, 2009). Storytelling builds character; Instills virtue. *Suite 101*.
- Maclean, J. (2008). *Library preschool storytimes: Developing early literacy skills in children*.
- Martin, L.E. and Thacker, S. (2009). *Teaching the Writing Process in Primary Grades*. Young Children, NAEYC.
- McNair, J. C. (2007). *Using Children's Names to Enhance Early Literacy Development*. Young Children, NAEYC.
- NAEYC Position Statement*. (May 1998). Learning to Read and Write: Developmentally Appropriate Practices for Young Children.
- NAEYC Position Statement*. (Spring 2004). Code of Ethical Conduct: Supplement for early childhood adult educators.
- National Institute for Literacy (2006). *A child becomes a reader: Proven ideas from research for parents*.
- National Research Council. (1999). *Starting out right: A guide to promoting children's reading success*. National Academy Press.
- Neugebauer, B. (2011). *Going One Step Further: No traditional holidays*. Exchange, Beginnings.
- Neuman, S., Copple, C. & Bredekamp, S. (2000). *Learning to read and write: Developmentally Appropriate practices for young children*. Washington, DC: NAEYC.

- Neuman, S., Copple, C. & Bredekamp, S. (2001). *Phonological Awareness in Young Children*. Washington, DC: NAEYC.
- Novelli, J. (2003). *Teaching with favorite Dr. Seuss books*. Scholastic, Inc.
- Orenstein, P. (2010). *Kindergarten Cram: Crisis in Kindergarten*. New York Times.
- Owocki, G. (1999). *Literacy through play*. Heinmann.
- Owocki, G. (2001). *Make way for literacy: Teaching the way young children learn*. Washington, DC: NAEYC.
- Perry, B.D. (2006). *How young children learn language*.
- Rafferty, L.A., Budin, S. and Ramos-Zagarrigo, A. (2012). *Using Picture Books for Children with and at risk for Reading Disabilities*. Association for Childhood Education International. Vol.9, No.3.
- Rankin, L. (1991). *The handmade alphabet*. Scholastic, Inc.
- Roberts, L.C. and Hill H.T. (2003). *Children's books that break gender role stereotypes*. Young Children's Journal. NAEYC.
- Roberts, R. (2007). *The meaning of marks: Understanding and nurturing young children's writing development*. Child Care Exchange.
- Schickedanz, J. A. (1999). *Much more than ABC's*. Washington, DC: NAEYC.
- Schickedanz, J. A. & Casebergue, R. M. (2004). *Writing in preschool: Learning to orchestrate meaning and marks*. International Reading Association, Inc.
- Schickedanz, J.A. (2008). *Increasing the Power of Instruction: Integration of language, literacy, and math across the preschool day*. NAEYC: Washington, DC.
- Spiegel, A. (2008). *Old-fashioned Play Builds Serious Skills*. NPR Your Health. September.
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- Strickland, D. and Riley-Ayers, S. (2006). *Early Literacy: Policy and practice in the preschool years*. National Institute for Early Education Research (NIEER): Rutgers University.
- Tabors, P. O. (1997). *One child, two languages: A guide for preschool educators of children learning English as a second language*. Brooks Publishing Co., Inc.
- Thomas, M.S.C. and Johnson, M. *New Advances in Understanding Sensitive Periods in Brain Development*. Article 6. Annual Editions (2012).

Trelease, J. (1995). *The read-aloud handbook: Including a giant treasury of great read-aloud books*. (4th ed.). The Penguin Group.

Troyan, F.J., Davin, K., Donato, R. and Hellmann, A. (2012). *Integrated Performance Assessment (IPA) in an Elementary School Spanish Program*. Association for Childhood Education International. Vol.24, No.3.

Tyre, P. (20130). *5 Skills Kids Need before They Read*. Article 8. Annual Editions

Underhill, A. (2010). *Pronunciation: the poor relation?* THINK articles.

University of Connecticut. *All Children Considered*. Newsletter

Vitiello, V.E. (2013). *Dual Language Learners and the CLASS Measure*. Research and Recommendations.

Zepeda, M., Castro, D.C. and Cronin, S. (2011). *Preparing early childhood teachers to work with dual language learners*. Child Development Perspectives, 5,1.

Zigler, E. F., Zigler, D. G. & Bishop-Josef, S. J. (2004). *Children's play: The roots of reading*. National Center for Infants, Toddlers and Families.

