

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

Fall 2013



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Office Hours: Monday, Wednesday and Friday 10:00 - 11:00 am
or by appointment

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:

Machado, Jeanne. Early Childhood Experiences in Language Arts (10th Ed). Thompson Delmar Learning. 2013.
ISBN: 9781111832612

Additional readings will be assigned throughout the semester.

Course Objectives:

- Develop an understanding of the diverse theoretical frameworks of child development.
- Increase understanding of child behavior (both typical and atypical) and how children differ in their development and approaches to learning.
- Understand and interpret how children grow and develop through successive stages, including all developmental domains.

Course Outcomes:

- Candidates will articulate the major theoretical approaches in child development, develop a personal learning theory and conduct research to promote understanding of how theory relates to best practice.
- Candidates will understand what young children are like and what the multiple influences are on their development and learning. (NAEYC Standard 1.a and 1.b)
- Candidate will analyze the importance of involving all families in their children's development and learning. (NAEYC Standard 2.a and 2.c)
- Candidates will analyze the importance of being a continuous and collaborative learner. (NAEYC Standard 6.c.)

General Education Goals:

- Candidates will develop the skills and abilities to communicate effectively in writing.
- Candidates will develop information literacy to assess what information is needed to answer questions and to retrieve, evaluate, and use that information effectively.

Policies:

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. Candidates **must utilize the Blackboard Learning System**, to review course materials, and view articles and other materials for the course. 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. Two late arrivals or early departures may count as one missed class. For each class missed five to ten points may be deducted, upon the fourth absence you may be asked to withdraw from the class. Attendance is taken at the beginning of class. 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 a one-on-one basis.

It is assumed that all assignments will be completed and turned in on time. Ten points 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.

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.

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.**

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

Candidates with disabilities 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.

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 Candidate 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.

"Never under estimate the power of a loving teacher."

Taken from: Teachers Touch Tomorrow

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 Assignment	100		
Lesson Plans	100		
First Test (Chapters 1 – 7)	50		
Second Test (Chapters 8 – 14)	75		
Third Test (Chapters 15 – 19)	75		
Attendance	40		
Participation (<i>article reviews included</i>)	40		
Reading Observation Assignment	20		
Total	500		

Final Grade:

To determine your final grade take the total number of points and divide by five.

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



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Course Content and Study Guide

Week	Date	Activities / Assignments	Reading	Key Concepts	NAEYC
1	8/26	Orientation / Review Course Syllabus / Article Review Activity Reading Observation Assignment		confidentiality participation	Supportive Skill 1 & 4
2	9/2	No class on Monday Review Literacy Assignment Article Review: <u>Storytime</u>	Chapter 1	language and communication	Standards 1.a., 3.a., 4.a., & 5.c. Supportive Skill 4 & 5
3	9/9	Article Review: <u>Why Read Aloud?</u>	Chapters 2 and 3	beginning literacy	Standard 1.a. & 4.a.
4	9/16	Article Review: <u>20 Key Language Milestones</u> and <u>Speech and Language Development</u>	Chapters 4 and 5	diversity	Standard 3.a., 3.b., & 4.c.
5	9/23	Handout Take Home Test One	Chapters 6 and 7	teaching strategies	Standard 1.a., 3.b. & 4.c.
6	9/30	Test One Due Review Language and Literacy Final Presentations	Chapter 8, 9 and 10	storytelling	Standard 1.b., 2.a. & 4.a. Supportive Skills 1 - 5
7	10/7	Article Review: <u>Listening and Responding to Child Talk</u> and <u>Storytelling Builds Character</u> Reading Observation Due	Chapters 11 and 12	poetry	Standard 1.b., 1.c., 4.d., & 5.a. Supportive Skills 1 - 5
8	10/14	Review Lesson Plans Article Review: <u>Teaching Kids to Read</u>	Chapters 13 and 14	dramatic play	Standard 2.c., 4.b., & 5.c.
9	10/21	Test Two			Supportive Skills 1 - 5
10	10/28	Literacy Assignment Due	Chapters 15 and 16	writing centers	Standard 1.b. & 4.d.
11	11/4	Article Review: <u>Vocabulary Building and Reading Begins with Oral Proficiency</u>	Chapter 17, 18 and 19	reading instruction	Standard 1.c., 3.a., & 4.b.
12	11/11	Dual Language Learners / Bi-Lingual Literacy			
13	11/18	Test Three			Supportive Skills 1 - 5
14	11/25	No Class on Wednesday or Friday Work on Group Presentations			Standard 2.c., 3.a., 4.b., & 5.a.
15	12/2	Language and Literacy Event at TRCC – Friday Dec. 6th 5:00-7:00 Final Presentations			Supportive Skills 1 - 5

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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*.

Children's Book List. www.semhsoc.org

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.
- Strasser, J. and Seplocha, H. *Using Picture Books to Support Young Children's Literacy*. Article 45. Annual Editions (2012).
- 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. (2013). *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.