

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



**Dr. Jennifer DeFrance**  
[jdefrance@trcc.commnet.edu](mailto:jdefrance@trcc.commnet.edu)  
Phone Number: 860-215-9421  
Office Number: C110

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 (10<sup>th</sup> 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:**

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 total of nine hours per week on this course.** There are weekly discussions and other activities that require regular, ongoing correspondence.

Weekly class participation is required. Throughout the course you will be required to post answers and personal reflection about topics, located in the Discussion sections. These questions are to be answered as thoroughly as possible, using the multitude of resources available to you, textbook, online resources, professional settings and other individuals in the field. You are to reflect on these questions using your prior experience and new knowledge. You must share personal information, specific to the topic, and only at the level you are comfortable with. You will also need to reflect on other student's responses as well.

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.

Tests will not be accepted beyond the scheduled due date.

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.).

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.

The candidate is responsible for all materials covered in class as well as the assignments. If a candidate gets off track, has computer problems, etc, it is the candidate's responsibility to use the resources provided through the college to correct these problems. Learn to rely on the materials provided, weekly announcements, 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 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.

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 the college is closed, this does not change the due dates and expectations for this online course. Only in extreme circumstances does the instructor make modifications of due dates and course expectations.

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.

*“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		
Learning Experience / 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		
<b>Total</b>	<b>500</b>		

**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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**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](http://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](http://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](http://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*. (2<sup>nd</sup> 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*. (4<sup>th</sup> 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.