

**Three Rivers Community College**  
**ECE K231 Early Language and Literacy Development**  
**Online Course Materials**  
**Spring 2013**

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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:**

Machado, Jeanne. Early Childhood Experiences in Language Arts (8<sup>th</sup> Ed). Thompson Delmar Learning. 2007.

ISBN: 10:1-4180-0026-4

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)

**Policies:**

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. This counts as one fifth of your grade.

If you are having difficulty with any of the material, please contact the instructor immediately. I am available to you, even when you don't have a regularly scheduled time frame with me. You should also use all of the resources available at TRCC, whether in the computer lab or via Black Board Vista, tutorials and other resources are available for you. You can also ask other students as well, as some of you may have the same questions.

Students **must utilize the Blackboard Learning System**, to review course materials, correspond with the Instructor and other Students, and view articles and other materials for the course. Throughout the course there will be other assignments to help guide your studies which will be handed in and counted as part of your grade.

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 online course you should expect to spend a minimum 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. Fifteen 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 the dealt with in accordance with the college policy.

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.

Tests will **not be accepted** beyond the scheduled due date, Friday of the week it is posted for you, so please plan appropriately.

The candidate is responsible for all materials covered in class as well as the assignments. If a candidate falls behind with the material please catch up as soon as possible as you may receive partial credit. 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 the college is closed (unexpectedly) this class, since it is online, will not be impacted and students are expected to continue with the course as scheduled. In the event of extreme circumstances the instructor will keep students informed. 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.

**Points given for requirements are as follows:**

<b>Assignment</b>	<b>Points</b>	<b>Due Date</b>	<b>Grade Received</b>
Literacy Assignment	100		
Lesson Plans	100		
First Test (Chapters 1 – 7)	50		
Second Test (Chapters 8 – 14)	75		
Third Test (Chapters 15 – 19)	75		
Discussions	50		
Article Review Questions	50		
<b>Total</b>	<b>500</b>		

**Final Grade:**

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

		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				

*It's easy to say that our students are our future.  
But it's another thing entirely to know that your future,  
If there is to be one,  
Is now completely in their capable, caring hands."*

*Taken from: Why I Teach.*

**Three Rivers Community College**  
**ECE K231 Early Language and Literacy Development**  
**Resource List**

- \_\_\_\_\_ (2010). 20 key milestones. *Parent and Child*.
- 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.
- 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*.
- Coiro, J. (March, 2003). Why read aloud. *Scholastic Early Childhood Today*.
- Dickson, D. K. & Tabors, P. O. (2001). *Beginning literacy with language*. Brooks Publishing Co., Inc.
- Evans, J. (June 2009). Teaching kids to read three letter words and beyond. *Suite 101*.
- Gibson, A. (2009). *Storytime: Share a good book*. Scholastic, Inc.
- 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*.
- 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.
- Neuman, S., Copple, C. & Bredekamp, S. (2000). *Learning to read and write: Developmentally Appropriate practices for young children*. Washington, DC: NAEYC.
- Novelli, J. (2003). *Teaching with favorite Dr. Seuss books*. Scholastic, Inc.
- Owocki, G. (1999). *Literacy through play*. Heinmann.
- Owocki, G. (2001). *Make way for literacy: Teaching the way young children learn*. Washington, DC: NAEYC.

- Rankin, L. (1991). *The handmade alphabet*. Scholastic, Inc.
- 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.
- 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.
- Trelease, J. (1995). *The read-aloud handbook: Including a giant treasury of great read-aloud books*. (4<sup>th</sup> ed.). The Penguin Group.
- 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.

**ECE K231 Language and Literacy**  
**Professor DeFrance**  
**Course Content and Study Guide**

**Spring 2013 Online Course**

<b>Week</b>	<b>Activities / Assignments</b>	<b>Reading</b>	<b>Discussion</b>	<b>NAEYC</b>
<b>Class starts on 1/24</b>	Orientation Review Course Syllabus Student Information Sheet <b>Review Literacy Assignment</b>		Introduction	Supportive Skill 1 and 4
1/27	Review Literacy Assignment Article Review: <u>Storytime</u>	Chapter 1	language and communication	Standards 1.a., 3.a., 4.a., and 5.c. Supportive Skill 4 and 5
2/3	Article Review: <u>Why Read Aloud?</u>	Chapters 2 and 3	beginning literacy	Standard 1.a., and 4.a.
2/10	Article Review: <u>20 Key Language Milestones and Speech and Language Development</u>	Chapters 4 and 5	standard English	Standard 3.a., 3.b., and 4.c.
2/17		Chapters 6 and 7	teaching strategies	Standard 1.a., 3.b. and 4.c.
2/24	<b>Test One to be completed this week</b>	<b>Test One due on Friday</b>	<b>Test One due on Friday</b>	Standard 2.a, and 5.a
3/3	Article Review: <u>Listening and Responding to Child Talk</u>  <b>Review Lesson Plan Assignment</b>	Chapter 8	types of listening	Standard 1.b., 2.a. and 4.a. Supportive Skills 1 – 5
3/10	Article Review: <u>Storytelling Builds Character</u>	Chapter 9 and 10	genres	Standard 1.b., 2.a. and 4.a. Supportive Skills 1 – 5
3/17	<b>Spring Break</b>			
3/24	<b>Literacy Assignment Due</b>	Chapters 11 and 12	poetry	Standard 1.b., 1.c., 4.d., and 5.a. Supportive Skills 1 – 5

Week	Activities / Assignments	Textbook	Discussion	NAEYC
3/31	Review Lesson Plans Article Review: <u>Teaching Kids to Read</u>	Chapters 13 and 14	dramatic play	Standard 2.c., 4.b., and 5.c.
4/7	<b>Test Two to be completed this week</b>	<b>Test Two due on Friday</b>	<b>Test Two due on Friday</b>	Supportive Skills 1 - 5
4/14	Foundations of Reading Materials	Chapters 15 and 16	Early writing	Standard 1.b. and 4.d.
4/21	<b>Literacy Assignment Due</b>  Article Review: <u>Vocabulary Building</u>	Chapter 17	standards	Standard 1.c., 3.a., and 4.b.
4/28	Article Review: <u>Reading Begins with Oral Proficiency</u>	Chapter 18 and 19	Print rich environments	Standard 1.c., 3.a., and 4.b.
5/5	<b>Test Three to be completed this week</b>	<b>Test Three due on Friday</b>	<b>Test Three due on Friday</b>	

Please note that the date noted under each week is Monday's date.

Items in **Bold** are noting when tests are scheduled and assignments are due.

Please note that articles and discussions are to promote active involvement and connectedness between members of the class. These activities may require multiple postings and it is recommended that you read and respond to these activities early in the week and then, if appropriate, reply to other student's comments later in the week. This is graded and active participation is required. These are due by the end of the day on Friday. You CANNOT only log in once (at the end of the week) and expect to feel connected and gain a better understanding of the concepts, which will help you in the other aspects of the course.

Tests, the Literacy Assignment and Lesson Plans are also due by the end of the day on Fridays, as noted in the above calendar. Although it is strongly discouraged, sometimes situations arise and you may need to submit an assignment late, please note the syllabus regarding late submission of materials. Please note that **tests will not be accepted late** under any circumstances.

For complete listing and information about the NAEYC standards and skills please refer to the NAEYC document provided in the resource section.