

Course Syllabus

Course: **CDEC 1356.200 ~ Emergent Literacy**
 Semester: Summer 2017
 Class Times: Tuesday 6:00 – 8:50; Thursday Online
 Instructor: Cherri Stallings
 Office: Reese Campus - Building 5
 Mobile phone: (806) 392-4122
 Email: cstallings@southplainscollege.edu
 Office hours: By appointment

“South Plains College improves each student’s life.”

GENERAL COURSE INFORMATION

Course description

An exploration of principles, methods, and materials for teaching language and literacy through a play-based integrated curriculum to children from birth through age eight.

Student Learning Outcomes - *See STANDARDS page following course information.

| | NAEYC Standards | NAEYC Supportive Skills |
|---|-----------------|-------------------------|
| Define literacy and emergent literacy. | S1 S4 S5 | SS3 |
| Analyze various theories of language development. | | |
| Describe the teacher’s role in promoting emergent literacy. | | |
| Create literacy environments for children. | | |
| Select and share appropriate literature with children. | | |

Course Objectives SCANS (C) and Foundations (F) Skills attached.

- 1. Define literacy and emergent literacy. (C-7, F-11)**
 - a. Summarize brain development as it relates to emergent literacy. (C-6, C-7, F-11)
 - b. Contrast theories of early literacy development. (C-7, C-10, F-11).
 - c. Discuss the elements of emergent literacy.
 - d. Discuss processes related to emergent literacy.
 - e. Discuss the interrelatedness of speaking, listening, reading and writing. (F-5, F-6, F-11).

- 2. Analyze various theories of language development. (C-5, C-6, F-11, F-12)**
 - a. Discuss theories of language development.
 - b. Outline developmental milestones of language development.
 - c. Describe the development of second language learning. (C-7, F-11, F-12)

- 3. Describe the teacher’s role in promoting emergent literacy. (C-12, C-9, F-6, F-7, F-11)**
 - a. Outline the roles of the teacher in promoting emergent literacy. (C-4, C-9, F-11)
 - b. Explain how the teacher can integrate the children’s cultures into meaningful literacy experiences.
 - c. Analyze literacy materials for bias. C-5, C-12, F-9, F-11, F-15)
 - d. Discuss strategies for adapting literacy materials for children with special needs.
 - e. Describe how assessment information can be used to plan developmentally appropriate learning activities. (C-6, C-7, C-14, C-17, C-18, F-6, F-11)
 - f. Discuss how the teacher can philosophically and physically integrate technology to support literacy development in the curriculum. (C-4, C-9, C-18, F-6, F-11, F-12, F-13)

4. Create literacy environments for children. (C-3)

- a. Analyze cultural influences on the literacy environment. (C-3)
- b. Incorporate literacy in all classroom centers. (C-3)
- c. Design environments that are print-rich and offer children real-life and meaningful opportunities to develop skills and positive attitudes toward literacy. (C-17, F-11, F-12)
- d. Provide opportunities with print in varied and meaningful contexts (e.g., listening to and retelling stories, engaging in writings). (C-3, F-7, F-11, F-12)
- e. Make literacy materials to use in early childhood programs. (C-3)

5. Select and share appropriate literature with children. (C-9)

- a. Analyze criteria for choosing activities and materials appropriate for each age group. (C-3)
- b. Use a variety of techniques (puppets, dramatization, flannel boards, story telling, fingerplays, poetry, rhymes, riddles, songs, pictures, computers) to promote literacy. (C-4,F-10, F-11, F-12) Use a variety of developmentally appropriate books and other forms of print to promote literacy.(F-10, 11)
- c. Read informally and frequently to children throughout the day. (F-15)

Measurements of course competencies

- 1. Attendance and participation in class discussions and activities
- 2. Weekly Discussion Board (Total of 14 Post)
- 3. Weekly reading assignments
- 4. Completion of comprehensive project an presentation
- 5. Minimum average score of 75% in course work

Academic Integrity

It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own any work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension.

Cheating Dishonesty of any kind on examinations or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination, obtaining information during an examination from the textbook or from the examination paper of another student, assisting others to cheat, alteration of grade records, illegal entry or unauthorized presence in the office are examples of cheating. Complete honesty is required of the student in the presentation of any and all phases of coursework. This applies to quizzes of whatever length, as well as final examinations, to daily reports and to term papers.

Plagiarism Offering the work of another as one's own, without proper acknowledgment, is plagiarism; therefore, any student who fails to give credit for quotations or essentially identical expression of material taken from books, encyclopedias, magazines and other reference works, or from themes, reports or other writings of a fellow student, is guilty of plagiarism.

SCANS & Foundations skills *See correlation to Course Competencies, and attached SCANS & Foundations Skills.

| | | |
|----------------------|--------------|--------------------|
| Resources | Systems | Thinking Skills |
| Information | Technology | Personal Qualities |
| Interpersonal Skills | Basic Skills | |

SPECIFIC COURSE REQUIREMENTS

Text and Materials

Assigned Reading Material will be given by instructor every week in class and on blackboard.

Attendance Policy

- Students are expected to be punctual and attend all classes. Attendance records are a component of final grades.
 - Attendance will be taken at each class session using the sign-in process. It is the responsibility of the student to sign in during each class.
 - More than 2 absences may result in withdrawal of the student from class. (Two incidences of arriving late or leaving early will equal one absence.)
 - Students are responsible for staying informed of all announcements that are made during class periods, whether or not they are present when the announcement is made.
- ➔ In cases of excessive absence, or failure to complete assignments, students should consider withdrawing from the course to protect overall GPA. **Last day to drop classes is July 24, 2017.**
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Assignment Policy

Class Participation:

- Students are responsible for reading and being prepared for each class.
- Online Discussions: All discussion posts will be completed and submitted through Blackboard. Posts are due on the dates specified in the course calendar, by 11:00 pm on that date. Late assignments will be docked 10% of the total value for each week, unless prior arrangements have been made with the instructor.

Weekly Participation:

- Students are expected to be actively engaged in weekly learning experiences.
- Learning experiences will provide strategies for teachers of young children for emergent literacy.

Project:

- An individual presentation of a comprehensive project using a theme and a children's book.
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Communication Policy

Outside the Blackboard system, any electronic communication between instructor and students in this course will utilize the South Plains College "My SPC" and email systems. Instructor will not initiate communication using private email accounts. Students are encouraged to check SPC email on a regular basis.

If you need to email the instructor you need to have the subject of the email to be CDEC 1356.200 Emergent Literacy followed by the subject of the email. Example: CDEC 1356.200 Emergent Literacy: Question about Assignment 1

Student Conduct

All students are expected to abide by the standards of student conduct as defined in SPC Student Guide pages 10-15. Please see last page of syllabus for signature form.

Grading Policy


Grades for this class will be determined by the following criteria:

| | |
|-------------------------------|-------------|
| Discussion Board | |
| 14 Post @ 25 | 350 points |
| Class Participation | |
| 16 @ 25 points | 400 points |
| Final Project | 150 points |
| Final Reflection Essay | 100 points |
| | 1000 points |

| | | |
|-------------|-----|---|
| 900-1000 | 90% | A |
| 800-899 | 80% | B |
| 750-799 | 75% | C |
| 700-749 | 70% | D |
| 699 & below | | F |

***Students must earn C or higher for course to be applied to Child Development degree or certificate.**

Special Requirements

- Cell phones must be turned off while class is in progress. This includes text messaging and any auditory alerts. Extenuating circumstances may be discussed with instructor prior to the class session. 
- Students needing make-up work should see instructor before or after class. Class time will not be used for make up concerns.
- A student who finds it necessary to drop the course should discuss this with instructor, and follow through with the process. A student who simply stops attending may receive a final grade of **F** which negatively affects GPA.

COURSE OUTLINE

- I. Foster Growth in Emergent Literacy
 - A. What is emergent literacy?
 - B. Research- based Literacy Strategies
 - C. Collaborating with Families
- II. Oral Language Development
 - A. Discuss Theories in Language Development
 - B. How language is the building block to later literacy development.
 - C. Research- based Language Building Strategies
- III. Affective Read Alouds
 - A. Selecting the right books for birth to eight.
 - B. Research- based Strategies on what to do before, during, and after reading.
 - C. Story extensions throughout the classroom.
- IV. Print Rich Environment
 - A. What a print rich environment looks like.
 - B. Strategies to enhance the classroom and curriculum with print.
 - C. Understanding Environmental Print.
- V. Letter Knowledge
 - A. DAP Activities to foster Letter Knowledge
 - B. Research- based Literacy Strategies
 - C. Using Children's names to teach letters.
- VI. Phonological Awareness
 - A. How it is an auditory skill.
 - B. DAP activities to teach PA.
 - C. Another building block to later reading success.
- VII. Early Writing Skills
 - A. Writing development in children.
 - B. Assessing writing development.
 - C. DAP activities to enhance early writing skills.

ACCOMMODATIONS

Diversity Statement

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

Disabilities Statement

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Coordinator of Disability Services. For more information visit the Disability Services Office at Reese Center, Building 8, or call 806-716-4654.

SCANS COMPETENCIES

RESOURCES

C-1 TIME – Selects goals-relevant activities, ranks them, allocates time, prepares and follows schedules.

C-2 MONEY – Uses or prepares budgets, makes forecasts, keeps records and makes adjustments to meet objectives.

C-3 MATERIALS AND FACILITIES – Acquires, stores allocates, and uses materials or space efficiently.

C-4 HUMAN RESOURCES – Assesses skills and distributes work accordingly, evaluates performances and provides feedback.

INFORMATION – Acquires and Uses Information

C-5 Acquires and evaluates information.

C-6 Organizes and maintains information.

C-7 Interprets and communicates information.

C-8 Uses computers to process information.

INTERPERSONAL – Works with Others

C-9 Participates as members of a team and contributes to group effort.

C-10 Teaches others new skills.

C-11 Serves Clients/Customers – works to satisfy customer's expectations.

C-12 Exercises Leadership – communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.

C-13 Negotiates – works toward agreements involving exchanges of resources; resolves divergent interests.

C-14 Works with Diversity – works well with men and women from diverse backgrounds.

SYSTEMS – Understands Complex Interrelationships

C-15 Understands Systems – knows how social, organizational, and technological systems work and operates effectively with them.

C-16 Monitors and Corrects Performance – distinguishes trends, predicts impacts on system operations, diagnoses systems performance and corrects malfunctions.

C-17 Improves or Designs Systems – suggests modifications to existing systems and develops new or alternative systems to improve performance.

TECHNOLOGY – Works with a Variety of Technologies

C-18 Selects Technology – chooses procedures, tools, or equipment, including computers and related technologies.

C-19 Applies Technology to Task – understand overall intent and proper procedures for setup and operation of equipment.

C-20 Maintains and Troubleshoots Equipment – prevents, identifies, or solves problems with equipment, including computers and other technologies.

FOUNDATIONS SKILLS

BASIC SKILLS—Reads, Writes, Performs Arithmetic and Mathematical Operations, Listens and Speaks

F-1 Reading—locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.

F-2 Writing—communicates thoughts, ideas, information and messages in writing and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.

F-3 Arithmetic—performs basic computations; uses basic numerical concepts such as whole numbers, etc.

F-4 Mathematics—approaches practical problems by choosing appropriately from a variety of mathematical techniques.

F-5 Listening—receives, attends to, interprets, and responds to verbal messages and other cues.

F-6 Speaking—organizes ideas and communicates orally.

THINKING SKILLS—Thinks Creatively, Makes Decisions, Solves Problems, Visualizes and Knows How to Learn and Reason

F-7 Creative Thinking—generates new ideas.

F-8 Decision-Making—specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.

F-9 Problem Solving—recognizes problems, devises and implements plan of action.

F-10 Seeing Things in the Mind's Eye—organizes and processes symbols, pictures, graphs, objects, and other information.

F-11 Knowing How to Learn—uses efficient learning techniques to acquire and apply new knowledge and skills.

F-12 Reasoning—discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

PERSONAL QUALITIES—Displays Responsibility, Self-Esteem, Sociability, Self-Management, Integrity and Honesty

F-13 Responsibility—exerts a high level of effort and perseveres towards goal attainment.

F-14 Self-Esteem—believes in own self-worth and maintains a positive view of self.

F-15 Sociability—demonstrates understanding, friendliness, adaptability, empathy and politeness in group settings.

F-16 Self-Management—assesses self accurately, sets personal goals, monitors progress and exhibits self-control.

F-17 Integrity/Honesty—chooses ethical courses of action.

National Association for the Education of Young Children Standards for Early Childhood Professional Preparation

STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING

1a: Knowing and understanding young children’s characteristics and needs, from birth through age 8.

1b: Knowing and understanding the multiple influences on early development and learning

1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

2a: Knowing about and understanding diverse family and community characteristics

2b: Supporting and engaging families and communities through respectful, reciprocal relationships

2c: Involving families and communities in young children’s development and learning

STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES

3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children

3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.

3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.

3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments

STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES

4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children

4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology

4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches

4d: Reflecting on own practice to promote positive outcomes for each child

STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM

5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.

5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

STANDARD 6. BECOMING A PROFESSIONAL

6a: Identifying and involving oneself with the early childhood field

6b: Knowing about and upholding ethical standards and other early childhood professional guidelines

6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.

6d: Integrating knowledgeable, reflective, and critical perspectives on early education

6e: Engaging in informed advocacy for young children and the early childhood profession

STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES

7a. Opportunities to observe & practice in at least two of the three early childhood age groups (birth–3, 3-5, 5-8)

7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

NAEYC SUPPORTIVE SKILLS

Supportive Skill #1: Self-assessment and self-advocacy

Supportive Skill #2: Mastering and applying foundational concepts from general education

Supportive Skill #3: Written and verbal communication skills

Supportive Skill #4: Making connections between prior knowledge/experience and new learning

Supportive Skill #5: Identifying and using professional resources



- I have received a copy of the South Plains College Student Guide. I understand that I must comply with all areas of the Student Guide as a student in the Child Development/Early Childhood program at South Plains College.
- I have reviewed the syllabus and understand the requirements for successful completion of this course.

Signature

Date