

## Course Syllabus

Course: **CDEC 1356.271 ~ Emergent Literacy**  
Semester: Summer 2023 (10 weeks) June 6 – August 8  
Class Times: Tuesdays 6:00 – 8:00; and Online/Blackboard  
Instructor: Cherri Stallings, Adjunct Faculty  
Office: Lubbock CTE Center, Room LBC 125H  
Office Hours: By appointment  
Phone: 806-392-4122 (mobile)  
Email: [cstallings@southplainscollege.edu](mailto:cstallings@southplainscollege.edu)

*"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.

#### Learning Outcomes

<b>*See attached NAEYC Associate Standards*</b> Students will:	<b>NAEYC Standards</b> [see attached]
1. Define literacy and emergent literacy.	S1
2. Analyze various theories of language development.	S4
3. Describe the teacher's role in promoting emergent literacy.	S5
4. Create literacy environments for children.	
5. Select and share appropriate literature with children.	

#### Course Objectives

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)

### Evaluation Methods

1. Attendance & Participation in discussion
2. Weekly reading assignments
2. Completion of online assignments
3. Presentation of Project

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### 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.

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### SCANS and Foundation Skills

Basic Skills	Personal Qualities	Information	Systems
Thinking Skills	Resources	Interpersonal	Technology

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### SPECIFIC COURSE REQUIREMENTS

#### Text and Materials

Pdf textbook provided in Blackboard for this course.

#### Computer Requirements

It is the responsibility of the student to have the necessary computer resources and skills to take this class. Students are not required to purchase their own computer but must have access to one that meets specifications. Computer labs are available for student use on the Levelland, Lubbock, & Reese campuses.

You will need:

- Microsoft Word
- Adobe Reader
- Anti-Virus Software

See SPC Instructional Technology Resources:

<http://www.southplainscollege.edu/instructional-technology/instructional-technology.php>

**FREE Office 365 for students** <https://www.microsoft.com/en-us/education/products/office>

## Attendance Policy

Students are expected to be punctual and to attend all classes. 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 three absences from class may result in withdrawal of the student from class. Two incidences of arriving late and/or leaving early will be counted as 1 absence. Attendance records will be considered in the computation of final grades. Last drop date for the college is **August 2, 2023**.

## Assignment Policy

The student is responsible for reading and being prepared for class discussions. Readings will be assigned weekly. All written work must be turned in on time. All work must be the sole work of the individual student who expects to earn the points assigned to it.

*Please do not wait until the last minute to turn in assignments, or you may have problems.*

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## Grading Policy

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

<b>F2F Class Attendance</b>			
<b>10 @ 30 points</b>	300 points		
<b>Discussion Board Post</b>			
<b>12 @ 25 points</b>	300 points		
<b>Project Presentation</b>	300 points		
<b>Final Reflection Essay</b>	100 points		
	1000 points		

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

<b>*Students must earn C or higher for course to be applied to Child Development degree or certificate.</b>
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## Communication Policy

- ➡ Primary communication between instructor and students in this course should take place through **Blackboard Mail**.
- ➡ Outside the Blackboard system, any electronic communication between instructor and students in this course will utilize the South Plains College 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 Emergent Literacy followed by the subject of the email. Example: CDEC 1356 Emergent Literacy: Question about Assignment 1***
  - ➡ **Students may expect instructor responses to email messages within 48 hours.**

## Student Conduct

Students are expected to follow the standards of student conduct as defined in SPC Student Guide. See signature form.

## Campus Carry

Campus Concealed Carry - Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the SPC policy at: ([http://www.southplainscollege.edu/human\\_resources/policy\\_procedure/hhc.php](http://www.southplainscollege.edu/human_resources/policy_procedure/hhc.php)) Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.

## COURSE OUTLINE

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| <ul style="list-style-type: none"><li>I. Building Connections that Support Emergent Literacy<ul style="list-style-type: none"><li>a. What is emergent literacy?</li><li>b. Research-based Literacy Strategies</li><li>c. Collaborating with Families</li></ul></li><li>II. Examining Theories that Support Literacy Development<ul style="list-style-type: none"><li>a. Discuss Theories in Literacy Development</li><li>b. Using Theory in Practice</li></ul></li><li>III. Understanding and Valuing Children's Home Literacy Environments<ul style="list-style-type: none"><li>a. Family Role in Literacy Development</li><li>b. Understanding Families' Diverse Social Contexts</li><li>c. Working with Families to Promote Literacy</li></ul></li><li>IV. Building the Environment for Play-Based Learning<ul style="list-style-type: none"><li>a. Emergent Literacy Environments</li><li>b. Linking Theory to Research and Practice</li><li>c. Designing Literacy-Rich Play Environments</li></ul></li></ul> | <ul style="list-style-type: none"><li>V. Language Development- Promoting Speaking, Listening and Communicating<ul style="list-style-type: none"><li>a. Discuss Theories in Language Development</li><li>b. How language is the building block to later literacy development</li><li>c. Research-based Language Building Strategies</li></ul></li><li>VI. Reading Development- Engaging Emergent Readers<ul style="list-style-type: none"><li>a. DAP Activities to foster Letter Knowledge and Phonological Awareness</li><li>b. Research-based Literacy Strategies</li><li>c. Using Children's names to teach letters</li></ul></li><li>VII. Writing Development- Nurturing Emergent Writers<ul style="list-style-type: none"><li>a. Writing development in children.</li><li>b. Assessing writing development.</li><li>c. DAP activities to enhance early writing skills.</li></ul></li></ul> |
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## 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.

### Pregnancy Accommodations Statement

If you are pregnant, or have given birth within six months, Under Title IX you have a right to reasonable accommodations to help continue your education. To activate accommodations you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the Director of Health and Wellness. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact Crystal Gilster, Director of Health and Wellness at 806-716-2362 or email [cgilster@southplainscollege.edu](mailto:cgilster@southplainscollege.edu) for assistance.

## SCANS COMPETENCIES

### RESOURCES

C-1 **TIME** - Selects goal - 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—understands 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 & Reason**

F-7 Creative Thinking – generates new ideas.

F-8 Decision-Making – specifies goals & constraints, generates alternatives, considers risks, evaluates & 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 (NAEYC)  
**Professional Standards and Competencies for Early Childhood Educators**

**Standard 1: Child Development and Learning in Context**

- 1a: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.
- 1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.
- 1c: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.
- 1d: Use this multidimensional knowledge – that is, knowledge about the developmental period of early childhood, about individual children and about development and learning in cultural contexts – to make evidence-based decisions that support each child.

**Standard 2. Family-Teacher Partnerships and Community Connections**

- 2a: Know about, understand and value the diversity of families.
- 2b: Collaborate as partners with families in young children’s development and learning through respectful, reciprocal relationships and engagement.
- 2c: Use community resources to support young children’s learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies.

**Standard 3. Child Observation, Documentation, and Assessment**

- 3a: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.
- 3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools.
- 3c: Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.
- 3d: Build assessment partnerships with families and professional colleagues.

**Standard 4. Developmentally, Culturally, and Linguistically Appropriate Teaching Practices**

- 4a: Understand and demonstrate positive, caring, and supportive relationships and interactions as the foundation of early childhood educators’ work with young children.
- 4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.
- 4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.

**Standard 5. Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum**

- 5a: Understand content knowledge – the central concepts, methods and tools of inquiry, and structure – and resources for the academic disciplines in an early childhood curriculum.
- 5b: Understand pedagogical content knowledge – how young children learn in each discipline – and how to use the teacher knowledge and practices described in Standards 1-4 to support young children’s learning in each content area.
- 5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources and their pedagogical content knowledge.

**Standard 6. Professionalism as an Early Childhood Educator**

- 6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.
- 6b: Know about and uphold ethical and other early childhood professional guidelines.
- 6c: Use professional communication skills, including technology-mediated strategies, to effectively support young children’s learning and development and to work with families and colleagues.
- 6d: Engage in continuous, collaborative learning to inform practice.
- 6e: Develop and sustain the habit of reflective and intentional practice in their daily work with young children as members of the early childhood profession.



June 2023

- ☐ I have reviewed the syllabus for this course and understand the requirements as described.
- ☐ I am familiar with the South Plains College **Student Guide** and agree to follow the code of conduct as given in the guide.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**No signature needed. There will  
be a syllabus survey in Blackboard  
where you will agree to the  
statements above.**