INSTRUCTOR: Mary Ellen Douglas  Office hours: By Appointment  Office #: E143
Voicemail: 972-860-7444 Ext. 9782  e-mail: medouglas@dcccd.edu
Course: CDEC 1356  Section: 23251
Class Time: Saturdays for 6 weeks, 1/24-2/28 from 8:00 to 4:00 p.m. in X1006

COURSE DESCRIPTION: An exploration of the principles, methods, and materials for teaching young children language and literacy through a play based, integrated curriculum. (3 cr.)

COURSE OBJECTIVES/RATIONALE: The student will define literacy and emergent literacy; analyze various theories of language development; and describe the teacher’s role in promoting emergent literacy. The student will evaluate literacy environments for children. The student will make and share literacy activities with children.

Student Learning Outcomes:
A successful student will be able to demonstrate competence in each of the following:

1. Describe developmentally appropriate approaches in teaching and learning. **NAEYC standards 4 & 5**
2. Interpret data on a child to make inferences about their development of language and literacy skills. **NAEYC standards 1 & 3**
3. Incorporate the use of developmentally appropriate practices in designing activities that promote literacy. **NAEYC standards 1, 4 & 5**
4. Analyze the effects of current educational trends on teaching and learning. **NAEYC standard 4**
5. Evaluate developmentally appropriate approaches in teaching and learning. **NAEYC standards 4 & 5**

STUDENTS ARE REQUIRED TO SUBMIT AND PASS A CRIMINAL BACKGROUND CHECK

REQUIRED READING MATERIALS/TEXTBOOK(S)
*Literacy Development in the Early Years* by Morrow & Lesley, 7th edition

COMMUNICATION WITH YOUR INSTRUCTOR: I am most accessible via e-mail or before and after class. Please be sure to make an appointment if you have an extensive amount of questions or concerns. You may also contact me by phone, however, be advised the voice mail is an automated system and not a direct line to me.

PARTICIPATION: Part of the college experience includes the exchange and discussion of colleagues as related to the text and course lectures. Therefore, it is crucial that you attend each class meeting; especially as this is a hybrid course. In addition, as a hybrid course you will also need to be apprised with the on-goings of the on-line tasks, announcements and so forth.

CELLULAR PHONES AND ELECTRONIC DEVICES: Please be respectful of your instructor and other classmates by assuring all electronic devices are **SILENCED** and **NOT VISIBLE** during the duration of each class meeting. Failure to do so will affect your participation grade and you may be asked to leave.
LATE POLICY: All assignments must be submitted ON-LINE on e-campus. Therefore, it is your responsibility to submit your work on time prior to the start of class and to ensure it is submitted correctly. Failure to do so and anticipate the need for technical assistance is NOT an excuse for lateness. Be proactive and ensure you are readily familiar with on-line submissions.

CDEC STUDENT HANDBOOK: There is an on-line Child Development Handbook with detailed information about our program and courses; the hyperlink can be found at in the resource section of our page of the child development page. http://www.brookhavencollege.edu/programs/hhs/child-development/Pages/resources.aspx

STUDENT CODE OF CONDUCT: Appropriate college decorum is an expectation taken seriously at Brookhaven. Please be sure to access and be familiar with the full student code of conduct found at this hyperlink https://www1.dcccd.edu/catalog/ss/code.cfm

INSTITUTIONAL POLICIES: Please be sure to become familiar with all other policies found within the BHC syllabus addendum hyperlink at http://www.brookhavencollege.edu/about/vpi/Pages/Syllabus-Addendum.aspx

DROP DATE: The last day to drop this course and get a “W” is 2/18/2015
NAEYC Core Standards for Associates Degree Programs

Upon completion of our associate’s degree program in Child Development a successful student should be able to articulate and demonstrate competence in each of the following standards:

**Standard 1: Promoting Child development & Learning**
1a. Knowing and understanding young children’s characteristics and needs
1b. Knowing and understanding the multiple influences on development and learning
1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

**Standard 2: Family & Community Relationships**
2a. Knowing about and understanding diverse family and community characteristics
2b. Supporting and empowering families and communities through respectful, reciprocal relationships
2c. Involving families and communities in their children’s development and learning

**Standard 3: Observation & Assessment**
3a. Understanding the goals, benefits, and uses of assessment tools and approaches
3b. Knowing about assessment partnerships with families and with professional colleagues
3c. Knowing about and using observation, documentation, and other appropriate assessment
3d. Understanding and practicing responsible assessment to promote positive outcomes for each child
3e. Knowing about assessment partnerships with families and other professionals

**Standard 4: Approaches to Connect with Children & Families**
4a: Understanding positive relationships and supportive interactions as the foundation of their work with children
4b: Knowing and understanding effective strategies and tools for early education
4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches
4d: Reflecting on their own practice to promote positive outcomes for each child

**Standard 5: Building Meaningful Curriculum**
5a: Understanding content knowledge and resources in academic disciplines
5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula 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 professional guidelines
6c. Engaging in continuous, collaborative learning to inform practice
6d. Integrating knowledgeable, reflective, and critical perspectives on early education
6e: Engaging in informed advocacy for children and the profession
Supportive Skills

Supportive Skill 1: Self-assessment and self-advocacy
Associate degree students are often at a key decision point in their professional lives, entering or re-entering higher education after extended work experiences or making decisions about further education beyond the associate degree. Therefore, skills in assessing one’s own goals, strengths, and needs are critical, as is learning how to advocate for one’s own professional needs.

Supportive Skill 2: Mastering and applying foundational concepts from general education
General education has value for its own sake—as part of the background of an educated person—and for the value added to practitioners’ ability to implement a conceptually rich curriculum. Both in immediate employment as an early childhood professional and in preparing for further baccalaureate study, associate degree graduates are enriched by understanding foundational concepts from areas including science, mathematics, literature, and the behavioral and social sciences.

Supportive Skill 3: Written and verbal communications skills
Well-prepared associate degree graduates have strong skills in written and verbal communication. These skills allow them to provide positive language and literacy experiences for children, and they also support professional communications with families and colleagues. Students going on to baccalaureate study need skills sufficient to ensure success in upper-division academic work. In addition, technological literacy is an essential component of this set of skills.

Supportive Skill 4: Making connections between prior knowledge/experience and new learning
All professionals need these skills, but they are especially important in supporting the learning of associate degree students who have worked for years in early care and education. Well prepared associate degree graduates are able to respect and draw upon their past or current work experience and also reflect critically upon it, enriching and altering prior knowledge with new insights. These skills will, over time, enable graduates to respond to the evolving mandates and priorities of the early childhood field.

Supportive Skill 5: Identifying and using professional resources
Even the best associate program cannot provide in-depth knowledge and skills in all areas. Therefore, well-prepared graduates should know how to identify and use credible professional resources from multiple sources, allowing them to better serve children and families with a wide range of cultures, languages, needs, and abilities.
Grades:
Assignment Point Distribution
Assessing Literacy 300
Literacy Activities 200
Storytelling 200
Literacy Rsch. 200
Participation 100
Total 1000 pts.

Final Grade
A=900-1000
B=899-800
C=799-700
D=699-600
F=599-0

Assignments
Read Chapters 2, 4-8
1. Assessing Language & Literacy (300 pts.): Find a child between the ages of 3-6. You will build a portfolio and write a follow-up reflection and recommendations paper. Your portfolio should include each of the following, but may include other literacy items:
   a. Language Assessment: use the Assessing Language Development Form to evaluate the child, be sure to keep record of your notes and submit them with the completed form.
   b. Reading Readiness: use the Reading Readiness Form and spend some time coming up with various games and/or observations to evaluate thoroughly the child, be sure to keep record of your notes and submit them with the completed form.
   c. Concepts About Print: use the Concepts About Print Form to evaluate the child, be sure to keep record of your notes and submit them with the completed form.
   d. Writing Sample: Secure open-ended supplies that can be used to “make a book.” See the text for ideas. Have the child create their own book. While they are creating their book, you should refer to the text as a guide on what is expected of the child’s particular age in writing. Be sure to keep record of your notes and submit them with the book.
   e. Reflection paper: Based on your evaluations and observation of the child write a report and recommendation paper in the following format:
      1. Summary of Findings: Give an objective summary of the assessments, data and observations.
      2. Analysis of skills: Based on the assessments, your knowledge from the text and other sources, give an analysis of the child’s overall skills and special regard toward literacy.
      3. Recommendations: Devise a plan for growth and development of literacy skills for this child; your report should include practical activities and interactions the teacher could pick up and use immediately. Don’t re-invent the wheel, there are a lot of excellent resources, be sure they are creditable resources and not just finds you stumble on from the INET.

NAEYC Standards 1 & 3
2. Literacy Activities (200 pts.): Design 2 unique, creative and developmentally appropriate literacy activities. It is important that you submit a pre-plan of your ideas via the ACTIVITY FORM to your instructor; then you will be asked to implement them both in a classroom. Your two activities should encompass the following:
   a. Reading activity that includes any of the following, alphabetic principle, phonemic awareness, phonological knowledge, syllabication or basic decoding. Consult your text for information and ideas.
   b. Writing activity that engages children in a meaningful discourse of writing, such as interactive writing, scientific journal, etc. Consult your text for more information and ideas.
   c. Implementation: After you have implemented both activities have your supervising teacher evaluate you. Then, write a 1 page reaction about the experiences. Be sure you include the field experience form

SLO 1 & 3
NAEYC Standards 1, 4 & 5; SS 3
3. Storytelling (200 pts.): The art of telling a story in a meaningful way is critical for teachers of all age groups. Your task will be to collect each of the following and implement the reading of them in a classroom:
   a. Literature synopsis: Give the title, author and a short synopsis of the story and tell what age group or grade level for which it is appropriate.
      1. An oral story that can be shared with young children be sure to include the story.
      2. A story with props, you can make the props and/or find some already made.
      3. A story with a social/emotional component.
      4. A story with a focus on culture or diversity
      5. A story that relates to a concept on mathematics or science

   SLO 3
   NAEYC Standards 1, 4 & 5; SS 2, 3 & 4

4. Literacy topic presentation (200 pts.): You will devise a presentation on a topic in the area of literacy as described by your instructor. Your presentation will be in class and further details will be discussed by your instructor.

5. Participation Grade (100 pts.): Both in class and out of class homework assignments will be distributed throughout the course of the semester and there will be no make-up for missed assignments. Therefore it is critical you make every effort to attend each class meeting. In addition, attendance will be calculated as a portion of your participation grade, as left to the discretion of your instructor.
<table>
<thead>
<tr>
<th>DATE</th>
<th>In Class</th>
<th>Assignment due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/24/15</td>
<td>Chapter 1: Foundations of Early Literacy Development Lecture and PPT</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chapter 3 Special Concerns</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Small group activity (Concepts of Development)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review syllabus</td>
<td></td>
</tr>
<tr>
<td>1/31/15</td>
<td>Quiz on Chap. 1</td>
<td>Read Chapter 1, 3,4</td>
</tr>
<tr>
<td></td>
<td>Lecture and PPT Oral Language Development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chapter 4 Language and Vocabulary Development</td>
<td></td>
</tr>
<tr>
<td>2/7/15</td>
<td>Chapter 5: Understanding ‘Reading Readiness’,</td>
<td>Read Chap. 5 &amp; 6</td>
</tr>
<tr>
<td></td>
<td>Phonological Awareness Vs Phonics;</td>
<td>Literacy Activities class presentations</td>
</tr>
<tr>
<td></td>
<td>Chapter 6 ‘Books and Print Concepts’</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Quiz on Chap. 5 and 6</td>
<td></td>
</tr>
<tr>
<td>2/14/15</td>
<td>Chapter 2: What about assessment?</td>
<td>Read 2, 8</td>
</tr>
<tr>
<td></td>
<td>Classroom Environments to promote literacy (Chap. 9, 8, )</td>
<td>Pages 374-383</td>
</tr>
<tr>
<td></td>
<td>Planning for literacy presentation</td>
<td>Storytelling presentations</td>
</tr>
<tr>
<td>2/21/15</td>
<td>Professional Development/ Community training event</td>
<td>Read Chap. 7</td>
</tr>
<tr>
<td></td>
<td>Chapter 7: Writing, Spelling, and Literacy Development</td>
<td>Case Study Due</td>
</tr>
<tr>
<td></td>
<td>Concepts of Written Expression;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gradual Release Model as teaching strategy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Small group: Stages of writing analysis</td>
<td></td>
</tr>
<tr>
<td>2/28/15</td>
<td>Managing the Literacy Program</td>
<td>Chap. 9 (p. 383-414)</td>
</tr>
<tr>
<td></td>
<td>Vocabulary/ Glossary Activity</td>
<td>Presentation of literacy topic</td>
</tr>
<tr>
<td>Note: Late work not accepted. Homework is due at the beginning of each class.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>