

Course Syllabus

Department : Child Development

Course Title: Emergent Literacy for Early Childhood

Section Number: CDEC 1356

Start Date : 01/21/2014

End Date : 05/15/2014

Modality : Face to Face

Credits : 3

Instructor Information

Name : Cheryl A. Cunningham

OC Email : none

cheryl.cunningham@ectortocountyisd.org

OC Phone # : none

Cell- 432-5289418 or Ector County ISD 432-456-4940

Course Description

An exploration of principles, methods, and materials for teaching children music, movement, visual arts, and dramatic play through process-oriented experiences to support divergent thinking. Creative activities will be planned and presented for all activity areas, including art, movement, music, language, science, mathematics and social studies, in addition to holiday and seasonal activities for young children. Emphasis is placed on appropriate use of all resources, including time, materials and facilities, as they apply to creative thinking.

Prerequisites/Co requisites

None necessary

ODESSA COLLEGE HUMANITIES AND COMMUNICATION DIVISION CHILD AND COURSE LEARNING OUTCOMES/PROFICIENCIES:

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 create literacy environments for children; and select and share appropriate literature with children.

TEXTBOOKS:

Machado, Jeanne M. *Early Childhood Experiences in Language Arts* (8th Edition) Delmar Publishers, 2007.

SUPPLIES: Text, supplies and equipment essential for note taking, such as paper and pencils. You will also need Supplementary Materials from the Bookstore.

LEARNING OUTCOMES:

1. Define literacy and emergent literacy.
 - a. Summarize brain development at it relates to emergent literacy.
 - b. Contrast theories of early literacy development.
 - c. Discuss the elements of emergent literacy.
 - d. Discuss processes related to emergent literacy.
 - e. Discuss the interrelatedness of speaking, listening, reading and writing.
2. Analyze various theories of language development.
 - a. Discuss theories of language development.
 - b. Outline developmental milestones of language development/communication of children.

- c. Describe the development of second language learning.
- 3. Describe the teacher's role in promoting emergent literacy.
 - a. Outline the roles of the teacher in promoting emergent literacy.
 - b. Explain how the teacher can integrate the children's cultures into meaningful literacy experiences.
 - c. Analyze literacy materials for bias.
 - 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.
 - f. Discuss how the teacher can philosophically and physically integrate technology to support literacy development in the curriculum.
- 4. Create literacy environments for children.
 - a. Analyze cultural influences on the literacy environment.
 - b. Incorporate literacy in all classroom centers.
 - c. Design environments that are print-rich and offer children real-life and meaningful opportunities to develop skills and positive attitudes toward literacy. (1, ExCET 007)
 - d. Provide opportunities with print in varied and meaningful contexts(e.g., listening to and retelling stories, engaging in "writing").
 - e. Make literacy materials to use in early childhood programs.
- 5. Select and share appropriate literature with children.
 - a. Analyze criteria for choosing activities and materials appropriate for each age group.
 - b. Use a variety of techniques (puppets, dramatization, flannel boards, storytelling, finger plays, poetry, rhymes, riddles, songs, pictures, computers) to promote literacy.
 - c. Use a variety of developmentally appropriate books and other forms of print to promote literacy.
 - d. Read informally and frequently to children throughout the day.

SCANS Competencies: Resources

Interpersonal Skills

Information

Thinking Skills

Basic Skills

Personal Qualities

Code:

1. 2+2 Tech Prep Early Childhood Professions Postsecondary Curriculum Guide
2. Texas Head Start-State Collaboration Project - Texas Early Care and Education Core Knowledge & Skills
3. The SCANS Work Place Competence Skills
4. Guidelines for Preparation of Early Childhood Professionals: Associate, Baccalaureate, and Advanced Levels of the National Association for the Education of Young Children
5. Teacher Preparation Requirements of the Association for Childhood Education International
6. The Examination for the Certification of Educators in Texas, Test Competencies, Field 714:

Early Childhood Education

7. Entry Level Core Competencies (Draft) of the Child and Youth Care Workers Certification Institute

8. Texas Essential Knowledge and Skills for Home Economics Education

9. Learner-Centered Schools for Texas - A Vision of Texas Educators

10. Developmentally Appropriate Practice in Early Childhood Programs (Revised Edition, 1997), National Association for the Education of Young Children

Content Lectures, Assignments and Assessments

Daily Work

Lab

Semester Project

Journals

Quizzes

Employability Skills

Course Objectives

Creative Art

Writing

Math

Science

Music & Movement

Social Studies

Child Development

Required Readings/Materials

a) **Required** readings/materials: *Working with Young Children*, Judy Herr, 2004

Course Requirements (Lectures, Assignments and Assessments)

Daily Work

Lab

Semester Project

Journals

Quizzes

Employability Skills

Summary of Assignments & Activities Item(Name) Type Description Due*

DQ 2

Quiz 1

Theories of Language Acquisition/Language Activities

Quiz 2

Quiz 3

Observation

DQ 7

Quiz 4

5 hands-on activities

45 lab hours

Grading Policy

Late assignments receive a 10% deduction for each day they are late if assignments are not posted by 11:59 p.m. central on the day they are due. Assignments more than 5 days late will not be accepted. Technological issues will not be considered as valid grounds for late

assignment submission. In the event of a server outage, students should submit assignments to the instructor.

Assignments Grade

Daily Work 20%

Test/Quizzes 10%

Lab 20% %

Project 20%

Journal 15%

Employability Skills 15%

Special Needs

Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability services at 432-335-6861 to request assistance and accommodations.

Learning Resource Center (Library)

The Library, known as the Learning Resources Center, provides research assistance via the LRC's catalog (print books, videos, e-books) and databases (journal and magazine articles). Research guides covering specific subject areas, tutorials, and the "Ask a Librarian " service provide additional help.

Student E-mail

Please access your Odessa College Student E-mail, by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. All assignments or correspondence will be submitted using your Odessa College email.

Student Portal

Please access your Odessa College Student E-mail, by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. All assignments or correspondence will be submitted using your Odessa College email.

Technical Support

For Blackboard username and password help and for help accessing your online course availability and student email account contact the Student Success Center at 432-335-6878 or online at https://www.odessa.edu/dept/ssc/helpdesk_form.htm.

Important School Policies

For information regarding student support services, academic dishonesty, disciplinary actions, special accommodations, or student's and instructors' right to academic freedom can be found in the Odessa College Student Handbook.

Expectations for Engagement – Face to Face Learning

To help make the learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the learning environment. Students and instructors are welcome to exceed these requirements.

Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
 - provided my contact information at the beginning of the syllabus;
 - respond to all messages in a timely manner through telephone, email, or next classroom contact; and,

- notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
 - provide clear information about grading policies and assignment requirements in the course syllabus, and
 - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
 3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
 - return classroom activities and homework within one week of the due date and
 - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
 - attend the course regularly and line up alternative transportation in case my primary means of transportation is unavailable;
 - recognize that the college provides free wi-fi, computer labs, and library resources during regular campus hours to help me with completing my assignments; and,
 - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my personal computer equipment or internet service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to,
 - missing class when a major test is planned or a major assignment is due;
 - having trouble submitting assignments;
 - dealing with a traumatic personal event; and,
 - having my work or childcare schedule changed so that my classroom attendance is affected.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
 - seek out help from my instructor and/or from tutors; ask questions if I don't understand; and,
 - attend class regularly to keep up with assignments and announcements