

ED 222: Language and Literacy Development in Early Childhood

Summer 7 week

Meeting Times: Online Course

Meeting Location: Online

Instructor: Allison E. Constable, M.Ed.

Office hours: Tuesdays and Thursdays 1-2

Request appointment by email at aconstable@ccp.edu

Office: W1-9

Email: aconstable@ccp.edu

Course Description:

This course provides a critical examination of language and literacy development in early childhood. Students will develop an understanding of issues, skills and teaching strategies related to the acquisition of early language and literacy development. Theories and philosophies regarding children's language/literacy development will be addressed and demonstrated throughout the course.

Course Location:

As an online course this class will be conducted entirely through Canvas, the College's Distance Learning framework, and students must be comfortable with the minimum technical skills described below. **YOU MUST** have access to reliable internet service and the ability to complete all coursework via Canvas. During the first week of class students will have an opportunity to familiarize themselves with Canvas and ask questions about the online logistics of this course.

COURSE OBJECTIVES

Upon completion of this course, students will:

- Understand the skills needed for children to be proficient speakers, listeners, readers and writers.
- Understand developmentally appropriate learning and teaching concepts and practices
- Understand major theories and empirical research regarding child development in language/literacy
- Use appropriate and varied instructional approaches in order for all children to be successful
- Understand effective strategies for involving families in supporting reading/writing in young children
- Understand how to monitor and document young children's progress and to plan language and literacy activities that meet the needs of groups and individual children.

STUDENT LEARNING OUTCOMES

Students will be able to:

- Demonstrate understanding of the appropriate and varied developmentally appropriate teaching practices/strategies that support the growth of language and literacy in early childhood classrooms
- Demonstrate awareness and understanding of the appropriate and varied reading/writing instructional approaches/strategies for culturally and linguistically diverse learners
- Demonstrate an understanding of the need to effectively involve and support families in creating home environments that foster language/literacy development in young children
- Demonstrate understanding of how to use a variety of assessment strategies to monitor young children's progress and to plan appropriate instruction.
- Demonstrate understanding of the need to provide support and instruction that addresses group and individual students' needs, strengths and interests.

COURSE MATERIALS

Text: Machado, J. (2016) *Early Childhood Experiences in Language Arts*, 11th Edition. Boston, MA: Cengage Learning

- MindTap Access Code Via Cengage Learning
- Access to Canvas and reliable internet service

Technical Skills

To be successful in this course, students must have and feel comfortable using several technical skills, including:

- Accessing the internet
- Following hyperlinks on the internet
- Opening up and reading a variety of different types of files including Microsoft Word documents, PowerPoint Documents, and PDF files
- Creating and submitting files in commonly used word processing formats, such as Microsoft Word
- Copying and pasting text
- Working in Canvas, CCP's Distance Learning Framework
- Accessing online videos
- Accessing MindTap

MindTap

You will use Canvas to access several videos, resources, readings, scenarios and assignments in the MindTap LMS. Several assignments must be accessed via Cengage Learning's MindTap. Although you will access the assignments via Canvas, you must purchase MindTap's access code to receive the access to the assignments. If you experience difficulties with MindTap, contact them at: 1-800-354-9706 or Chat Support for Registration Questions Visit support.cengage.com. There are tutorials, videos and infographics that can assist you.

To set up your MindTap account, follow the directions in this video: <https://play.vidyard.com/gssLzSQoPmR3cz1vhq5LDw>

Additional materials will be provided by the instructor throughout the semester and available within "Modules" on Canvas or through hyperlinks embedded in the lecture material. To access these materials you must be able to follow internet hyperlinks, download PDF and Word files.

Requirements and Grading:

As an online course, all assignments and communication will be through Canvas. It is imperative that you keep up-to-date with all course information provided in the syllabus, Canvas Modules, announcements, emails and MindTap. You will be required to access several assignments in MindTap. Make sure you are aware of all the assignments for each week and complete them on time.

Follow the outline detailed in each sessions expectations so that you are sure to complete all mandatory assignments. You may want to print the syllabus and use it as a guide to be sure you complete the assignments. Stay on top of deadlines and due dates so that you are not missing work. As an online course, it is imperative that you have the ability to pace yourself and meet deadlines. Time management is key!

Also note that course attendance will be counted by completion of each week's video case and/or discussion board assignments. Failure to complete the weekly assignments on time will be considered an "absence" from that class session. Please note the absence policy below. Also, **you may not make up work** from previous sections. **Each session will end on Sunday at 11:59pm. You will not be able to submit after that day. Each new session will begin on Monday morning.**

Description of Assignments

- 1. Readings and Lecture Material:** Each week you are expected to thoroughly read the assigned chapter from the textbook. You are also expected to work through the PowerPoint lecture slides associated with each class session. These slides contain questions to help guide your thinking related to the readings, outlines of key content, explanations of particular terms and concepts, and links to additional materials.

****Please note that course PowerPoint lectures associated with the readings for each class session are a supplement to textbook readings. PowerPoint slides are not a substitute for reading the assigned chapters from the course textbook. All assignments and discussion board postings should reflect thoughtful reading and reflection on the textbook**

- 2. Video Case (10 points each)** For most modules, you will be required to watch at least one video case and respond to the question/s asked. Within the module, click on the video case. You will be automatically directed to a link to access the video on MindTap. Once you have access, watch the video, read the summary and respond to the questions. After you respond, read over your response to check for clarity and fix any errors. Once you are satisfied with your response, click the blue submit answer button.

You will be graded on content and reflection. Be sure you thoroughly respond and are reflective in your answers. The rubric for response is as follows:

0 points	You do not turn in a response to the question or your response is not submitted on time.
3 points	Your response is submitted late (but before the end of the session week) and shows some evidence of having read and processed the material.
5 points	Your response is submitted late (but before the end of the session week) but shows significant evidence of having read and processed the material.
7 points	Your response is submitted on time and provides some evidence of having read and processed the material and some reflection.
10 points	Your response is submitted on time and demonstrates a thoughtful understanding of the content including reflection.

3. Assignments & Projects:

a. Reflection Paper: Early Experiences with Literacy (20 points)

Write 1-3 typed pages.

Some things to consider when writing:

1. What is your earliest memory of books?
2. Were you read to?
3. Did you have books in your home?
4. Who read to you?
5. Did you/ Do you have a favorite children's book?
6. Were your early experiences positive or negative?
7. Do you enjoy reading now? Are you an avid reader? How did your early experience effect this?
8. How did you feel being read to as a child?
9. Does your family tell stories? How was storytelling in your house?

PART 2 of reflection:

1. How will your early experiences with literacy effect how you teach and/or interact with children?
2. How did your early experiences influence you as an early childhood teacher?

b. Child Study Project (100 points)

Over the course of the semester you will be constructing a portrait of one child with a specific focus on language and literacy behaviors. You may use a pseudonym or initials to identify the child. The child may be an older toddler, preschooler or kindergartner. This portrait will require **4/5 hours** over the course of the semester of observing and interacting with the child, collecting evidence and interviewing the family.

You will be taking notes during your interactions as well as collecting interview data and assessment data. Your job as researcher is to capture as many sounds, snippets, expressions, and conversations as possible. You should also be collecting at least **four samples** of the child's drawing or writing. These samples should be done by the child. Upon completion of the drawing you then ask the child to provide a "story" about his or her picture which you record on the picture. Once all observations are completed, and data is gathered, you will analyze your materials and create a binder of your work.

c. Anchor Book Project (100 points)

Each student will select one book to become his/her personal anchor book. This anchor book will be used throughout the course. Additional guidance for the project and rubrics can be found in the files section of canvas.

d. Read Aloud- (50 points)

You will prepare a read aloud and accompanying written lesson plan. You will video yourself conducting your Read Aloud to a child or group of children. You will then reflect on your experience. You will submit the Read Aloud Lesson Plan template, reflection and video.

e. Family Resource Campaign (30 points)

You will choose a literacy topic. You will present this topic in an interesting way to inform parents of its importance. You may put together a flyer, a resource file or an activity that promotes family engagement and education

f. FINAL REFLECTION (15 points)

You will reflect on the course and your learning; see assignments for details.

Follow the detailed instructions in Canvas to complete each individual assignment. Follow the rubric associated with each assignment to be sure you meet the requirements. Be sure you follow all of the instructions and complete the assignment in its entirety.

4. Quizzes

You will complete the Quizzes as listed in each individual module. Click on the link and you will be taken to MindTap to complete the quiz.

5. Discussion Boards: (25 points each)

Since we do not meet face-to-face in this class, discussion boards are the central means by which we dialogue about course topics as a group. The discussion boards also play an important role in this course as a means of introducing you to multiple perspectives on the topics we will be covering. The instructor will participate in all discussion groups. Discussion board topics will relate to the readings and supplemental content material from PowerPoint lecture materials..

A full description of the discussion board topic is found in the actual discussion boards, located in Discussions

- Initial postings for each discussion board should be at least 250 words long and should show thoughtful reflection on course content, incorporating evidence from assigned readings and previous class discussions whenever relevant.
- Response postings are reactions to another student's initial posting. Response postings should be at least 150 words, should indicate that you respect another person's point of view, and then provide your own. Please justify your opinion with evidence from the readings or class content/discussions.

- o Besides the one substantial (and graded) response posting, you are also encouraged to make short remarks on other students' postings. There is also a "Like" option in the discussion boards (similar to Facebook). As a class we will strive to make the discussion boards as lively as a real discussion in a classroom!
- o Please commit yourself to participating in ways that encourage the critical and creative thinking of class members and refrain from engaging in any form of plagiarism (this includes not citing sources for your postings). *All postings on Discussion Boards should be completely in your own words.*

Grading of Discussion Boards:

- If any initial postings are submitted late your score on that discussion board will be deducted points accordingly: -5% for each calendar day posted

However, the discussion boards will close the last day that response postings are due (Thursdays) and students will not be able to post after that.

- In the first class session the discussion boards will be ungraded so that all students can practice accessing and using this online
- Both the initial posting and the response posting will be included in your grade for each discussion board.
- **Be mindful that the due date listed in Canvas is for the response post, not the initial post. Be sure to post the initial post each Tuesday, two days prior to due date in canvas. Due dates are written in discussion board assignment.**

Grading Outline

- Discussion Boards (25 points each)
- Video Case (10 points each)
- Quizzes (10-15 points)
- Reflection Paper: Early Experiences with Literacy (20 points)
- Child Study (100 points)
- Anchor Book Project (100 points)
- Read Aloud Lesson Plan and Demonstration (50 points)
- Family Resource Campaign (30 points)
- FINAL: Reflection Paper (15 points)

Scores on all of the above will be combined to determine your final grade.

Final Grade: 90-100%= A; 80-89%= B; 70-79%= C; 60-69%= D; 0-59%= F

Please note that rubrics are included with each assignment and can be found in the "Files" tab on Canvas. The instructor will make every effort to return graded assignments with feedback within a week of their submission.

Class Participation and "Netiquette":

As an online course participation in this course will work in a different way from traditional face-to-face classes. Nevertheless, expectations for active and professional participation in all aspects of the course are high.

- Please note that course PowerPoint lectures associated with the readings for each class session are a supplement to the textbook readings. PowerPoint slides are not a substitute for reading the assigned chapters from the course textbook. All written work should reflect thoughtful reading and reflection on the assigned textbook chapters.
- College policy permits students to drop the course without penalty by the published deadline for each term. Please check the college calendar for the last day to drop. *Failure to attend and not drop the course will result in a grade of "F." This is the student's*
- As an online class, students and instructor are expected to use "netiquette," a term used to describe professional etiquette through online communication. All postings on class discussion boards (graded and ungraded) should adhere to common courtesy so that we can maintain a supportive and communal learning environment for our class.
- Please refer to the page on Netiquette on the canvas site.

GROUP LEARNING EXPECTATIONS

In order to create optimum learning experience for each and every student, it is imperative that we all agree to abide by these guidelines. Please remember, We are a community of learners. Everyone must feel safe, respected and secure. Take care of your learning: ask questions, keep an open mind, ACTIVELY listen and participate, search for ways to apply new knowledge

- ✓ Students must be actively engaged by participating in all activities. Students will agree to listen attentively, speak openly and honestly, act professionally and ethically and participate cooperatively with all members of the class.
- ✓ Self-reflect. Good teachers continually review their own work searching for ways to improve. Be prepared to not just read or hear information but to process it in a way that is meaningful to you.
- ✓ Take ownership of your learning. It is your responsibility to understand the material. If you don't understand something, ask a question. We are here to learn together and from each other.

WITHDRAWAL POLICY

The last date to withdraw from your courses is 6/18/2018. Though you won't earn an F if you withdraw, before you decide to withdraw from this course or any other course, think about the following information:

- The W will be reflected on your transcript permanently.
- Ws on transcripts may have a negative impact on acceptance into select programs.
- Transfer institutions may view Ws negatively, and it may go against your application.
- Your financial aid may be impacted.
- Please discuss your options with your instructor or an advisor/counselor before you decide to withdraw from a course.

Ethical Considerations:

Refer to the College Handbook to familiarize yourself with College policies on cheating, plagiarism, and student conduct. Use of internet/printed passages in any course assignment must be appropriately identified to avoid plagiarism. Refer to other appropriate guidelines for notation format. Cheating cannot be tolerated at the college level; it is expected that all participants will make every effort to avoid this serious ethical failure. It is the student's responsibility to adhere to College and course expectations for citation. Credit will not be given for any assignment that does not contain all necessary citation. This means that any assignment that does not have proper citation (if/when needed) will receive a grade of zero.

Student Accommodations and College Resources:

All students will receive the needed accommodations and assisted strategies to support their success in this course. Students should provide this information at the beginning of the semester, so the instructor can assist them in the most appropriate accommodation possible. The College offers tutorial support in the various Learning Labs. Information on locations and hours can be found on CCP's website. This information is also available in the College Handbook. Our library often has course text(s) on hold for student use and many other resources available to you. The Center on Disability should be contacted if you require instructional or testing accommodations. It is located in the Bonnell Building, Room BG-39.

College Early Alert System:

The Early Alert System provides faculty the opportunity to assist students by effectively communicating feedback about current academic performance and supplying recommendations beneficial to achieving academic success. At the 20% and 50% reporting periods during the semester, students may be assessed on the following items: attendance, punctuality, meeting assignment deadlines, classroom behavior, classroom participation, and other factors pivotal to student success. Should you receive an Early Alert letter, please follow up on the suggested intervention strategy as soon as possible.

Technical Help:

Students can receive assistance with the online aspects of this course in one of three ways: contacting the instructor, going to "Help" on Canvas (upper right hand of the screen), or calling the College IT helpline: (215) 496-6000.

COURSE SCHEDULE:

The following schedule represents the way in which the course will unfold. Be sure to log into canvas and follow each session module. All work is loaded per module/session. Click on “Modules” and find the week in which work is assigned. Modules will be published on Sunday for the week.

Weekly Schedule:

For each session/week there are several different activities. Most weeks run on the schedule posted below, although there may be some variation depending on week and topic. Please note: all modules do NOT have all the activities listed below):

Sunday: Modules Posted

Monday: Suggested to Read PowerPoints and Chapters Assigned, as well as read supplementary resources and materials

Tuesday: Discussion Boards Initial Response Post Due by 11:59pm (if applicable)

Wednesday: Video Case Study Assignment #1 Due

Thursday: Discussion Board Response Post Due by 11:59pm

Friday: Video Case Study #2 Due (if applicable)

Saturday: Assignment Due

You may work ahead of schedule and submit assignments early. Points will be deducted for items that are late and you are unable to submit assignments for previous modules once the new session is published.

Session/Wk	Topic	Assigned Reading	Activities & Assignments
Week 1: 5/29- 6/2	<p><u>Course Orientation:</u></p> <ul style="list-style-type: none"> Assess your readiness for online work Review the course goals and learning objectives Use the discussion board feature to post questions or comments regarding the syllabus. Explore the format and logistics of this as an online course. Review the course expectations and responsibilities. Practice using the discussion board feature by introducing yourself to your colleagues and by responding to your colleague's introductions Complete Session 1 Learning Activities <p>Introduction Overview of Syllabus</p>	<p>Chapter 1: Beginnings of Communication (Infants) Chapter 2: The Task of Toddlers Article: Beyond Twinkle, Twinkle: Using Music with Infants and Toddlers</p>	<p>MindTap Registration</p> <p>PowerPoints:</p> <p>Why Early Literacy is Important Chapter 1 Chapter 2</p> <p>Resources:</p> <p>Chapter 1: Beginning of Communication Chapter 1 Learning Objectives and Standards Chapter 2 Learning Objectives and Standards Chapter 2: TeachSource Digital Downloads Chapter 2: The Tasks of the Toddler</p> <p>Quizzes and Video Cases:</p> <p>Chapter 1 Quiz: Wrapping it Up (10 points) DUE by 6/2 Chapter 2 Video Case: Observing and Monitoring DUE: 6/1 (10 points) Chapter 2 Quiz: Wrapping it Up (10 points) DUE by 6/2</p> <p>Assignment:</p> <p>Early Literacy Reflection (20 points) DUE 5/31</p> <p>Discussion Board:</p> <p>Introduction DUE 6/1 Course Information</p>

	Why is Early Literacy Important? Language and Brain Development: Infants & Toddlers		
Week 2: 6/3-6/9	Language Development & Literacy: Preschoolers Storytelling, Dramatization & Poetry	Chapters 3, 9 & 10 Chapter 3: Preschool Years Chapter 9: Storytelling Chapter 10: Poetry	<p>PowerPoints: Chapter 3 Chapter 9 & 10</p> <p>Resources: Chapter 3 Learning Objectives and Standards Chapter 3: Preschool Years Chapter 3: TeachSource Digital Downloads Chapter 9 & 10 Learning Objectives and Standards Chapter 9 & 10 Digital Downloads Chapter 9: Storytelling Chapter 10: Poetry</p> <p>Quizzes and Video Cases: Chapter 3 Video Case: Preschool Communication Development Through... DUE 6/6 (10 points) Chapter 3 Quiz: Did you Get it (15 points) DUE BY 6/9 Chapter 10 Video Case: Integrating Stem and Poetry in Grade 1 Classroom DUE 6/8 (10 points)</p> <p>Assignment: No Assignment is due, however you should be working on <i>Child Study</i> and <i>Anchor Book Project</i>.</p> <p>Discussion Board: Storytelling in ECE (initial response due 6/5, response post due 6/7) (25 points)</p>
Week 3: 6/10-6/16	Early Literacy: Historical Roots, Philosophies& Programing Promoting Language & Literacy Assessment & Curriculum Planning Program Planning and Goals & The Big 5 Review	Chapters 5 & 6 Chapter 5: Achieving Language and Literacy Goals through Program Planning Chapter 6: Promoting Language & Literacy	<p>PowerPoints: Chapter 5 Chapter 6</p> <p>Resources: Chapter 5 Learning Objectives and Standards Chapter 5: Achieving Language and Literacy Goals through Chapter 5& 6: Teachsource Digital Download Chapter 6 Learning Objectives and Standards Chapter 6: Promoting Language and Literacy</p> <p>Quizzes and Video Cases: Chapter 5 Quiz: Did you Get it (15 points) DUE by 6/16 Chapter 6 Quiz: Did you Get it? (15 points) DUE by 6/16</p> <p>Assignment: Chapter 6 Assignment: Teacher Supporting Oral Language Development (10 points) DUE 6/12</p> <p>Child Study Project (100 points) DUE 6/17</p>

Week 4: 6/17- 6/23	Sharing Books with Children Group Times Read Aloud	Chapters 8 & 13 Chapter 8: Children and Books Chapter 13: Group Times Article: The Power of Planning Developing Effective Read-Aloud	PowerPoints: Chapter 8 Chapter 13 Resources: Chapter 8: Children and Books Chapter 8 Learning Objectives and Standards Chapter 13 Learning Objectives and Standards Chapter 13: Group Times Chapter 8 & 13 Digital Downloads Video Cases & Quizzes Chapter 8 Video Case: Parent Involvement in School Culture: A Literacy Project DUE 6/20 (10 points) Chapter 8 Quiz: Did you Get it (15 points) Due by 6/23 Assignment: Read Aloud Lesson Plan & Demonstration Video DUE 6/24 Discussion Board: Sharing Books that are windows and mirrors (25 points) (initial response due 6/19, response post due 6/21)
Week 5: 6/24- 6/30	Family Partnerships Understanding Supporting Differences	Chapters 4 & 17 Chapter 4: Understanding Differences Chapter 17: The Family- Center Partnerships	PowerPoints: Chapter 4 Chapter 17 Resources: Chapter 4 Learning Objectives and Standards Chapter 4: Understanding Differences Chapter 4: TeachSource Digital Downloads Chapter 17: Learning Objectives Chapter 17: Family Partnership Chapter 17 TeachSource Digital Downloads Chapter 17 Video: Parental Involvement in School Culture Video Cases and Quizzes Chapter 4 Quiz: Did you Get it (15 points) due by 6/30 Chapter 4 Video Case: Multicultural Lessons DUE 6/27 (10 points) Chapter 17 Quiz: Did you Get it (15 points) Due by 6/30 Assignment: Family Resource Campaign (30 points) Due 6/30 Discussion Board: Family Partnership (25 points) (initial response due 6/26, response post due 6/28)
BREAK: 7/1-7/7			
Week 6: 7/8- 7/14	Speaking Goals & Listening Skills Phonological Awareness	Chapter 7: Developing Listening Skills Chapter 12: Realizing Speaking Goals Articles: Supporting phonemic awareness development in the classroom Kalmar, K. 2008. Let's give children something to talk about: oral language and	PowerPoints: Chapter 7 Chapter 12 Resources: Chapter 7 Learning Objectives Chapter 7: Developing Listening Skills Chapter 7 TeachSource Digital Downloads Chapter 12 Realizing Speaking Goals Chapter 12 Learning Objectives and Standards Chapter 12 Teach Source Digital Downloads

		<p>preschool literacy. Young Children 63 (1): 88-93.</p> <p>“Fanciful, Magical Language in Preschool” by Holly Seplocha and Janis Strasser, Teaching Young Children, Washington, DC: NAEYC, April/May 09.</p> <p>“Eight Simple Rules for Talking with Preschoolers” by Rhea Paul, Teaching Young Children, Washington, DC: NAEYC, Dec. 10/Jan. 11</p>	<p>Chapter 12 Video: Language Development: Oral and Literacy Related Activities in EC Settings</p> <p>Video Cases and Quizzes Chapter 7 Quiz: Did you Get it (15 points) Due by 7/14 Chapter 12 Video Case: Development of Speaking Skills in STEM (K-1) (10 points) Due 7/11 Chapter 12 Quiz: Did you Get it (15 points) Due by 7/14</p> <p>Assignment: Anchor Book Paper, Web, Lesson Plan and Activity DUE 7/14</p> <p>Discussion Board: Phonological Awareness Activity (25 points) (initial response due 7/10, response post due 7/12)</p>
Week 7: 7/15- 7/19	Print in Preschool & Print Rich Environments	<p>Chapter 14: Print- Early Knowledge and Emerging Interest</p> <p>Chapter 16: Developing a Literacy Environment</p>	<p>PowerPoints: Chapter 14 Chapter 16</p> <p>Resources: Chapter 14 Learning Objectives and Standards Chapter 16: Learning Objectives and Standards Chapter 14: Print Early Knowledge and Emerging interest Chapter 14 Digital Downloads Chapter 16: Developing a Literacy Env Chapter 16: Teach Source Dig Download</p> <p>Quizzes: Chapter 14 Quiz: Did you Get it (15 points) Due by 7/19 Chapter 16: Quiz: Did you Get It? (15 points) Due by 7/19</p> <p>Assignment: Print-Rich Activities (20 points) Due 7/17</p> <p>Discussion Board: A Tale of Two Schools (due July 18, no late posts will be accepted) (25 points) Course Reflection (due July 19, no late posts will be accepted) (15 points)</p>