

*Community College of Philadelphia*

*Department of Psychology, Education and Human Services*

**ED 222: Language and Literacy Development in Early Childhood**

***10 week hybrid***

**Meeting Times:** On Canvas and on Tuesday evenings off-site.

**Meeting Location:** Canvas work and on main campus in W1-15

**Instructor:**

Office hours:

Office:

Email:

**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 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 Location:**

As a hybrid course this class will be conducted through a combination of time in the classroom and time spent on Canvas engaging in online work. Please follow the schedule in the syllabus and in modules so that you are aware of which classes are "face to face" and which classes are online.

**FACE TO FACE CLASSES MEET IN W1-15 on the main campus.**

The online format allows students to engage in reading and study away from the classroom walls to prepare for in-class projects, conversation and practice. Through reading, participating in dynamic discussion boards with classmates and by completing assignments online, it will allow the student to learn the concepts and content in preparation for a high level of in class facilitation of the topics in which we explore.

Classes that are face to face are strategically planned to support in person discussion, interactive activities, and lend themselves to in classroom engagement. It will also be an opportunity to practice the skills we learn on-line, such as planning and supporting each and every learning with developmentally appropriate lesson planning, curriculum design and assessment, planning and practicing a dynamic read-aloud and supporting the big five of early literacy with hands on phonological activities.

**COURSE MATERIALS**

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

- Access to Canvas for additional course materials and reading

**General Expectations:**

This course is designed with high expectations of students to be critically engaged in preparation as educational professionals. With this in mind the instructor expects students to:

- Be aware of course information on syllabus, Canvas, and all other course documents.
- Ask the instructor to clarify any aspect of the course that is unclear.
- Come to class prepared, having read required materials and ready to actively engage in class discussions and activities.
- Be aware of the attendance expectations. Be in contact with instructor in the case of an absence. Take responsibility for keeping track of your attendance getting any information from any missed class period.

**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

## 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

- ✓ It is imperative that students attend each class and come **prepared & on time**. 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.  
*Please make every effort to attend class during the fully scheduled time. Late arrivals and early exits cause disruption for both students and the instructor. Arriving late or leaving class repeatedly will be reflected in your participation grade.*
- ✓ Complete attention is required in order to fully participate - **cell phones must be turned off and put away during class**. *If you need to be contacted due to an emergency situation, you should leave your phone on vibrate and respond appropriately and professionally outside of the classroom.*
- ✓ 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.

## ACCESS TO LEARNING

All students will receive the needed accommodations and assisted strategies to support their success in this course. If you need to discuss accommodations, please make an appointment with me so that we can plan appropriate supports to ensure your success in this course. Students should provide this information at the beginning of the semester. In addition, 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.

### Student Accommodations and College Resources:

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.

### **Online Class Participation, and “Netiquette”:**

As a hybrid course, there are some class sessions designated for online only. 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.
- You must follow the module and complete each assignment within the module by the due date and time.
- Attendance will be counted by completion of each week’s assignments. Failure to complete the weekly discussion board and/or video case assignments will be considered an “absence” from that class session.

### **ACADEMIC HONESTY**

It is expected that you will adhere to the College’s requirements for academic honesty; to understand what constitutes cheating and plagiarism as set forth in the Student Handbook, which is available through the Student Life Center located in Room S1-19, the Regional Centers or online. 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 will NOT be tolerated at the college level; it is expected that all participants will make every effort to avoid this serious infraction. 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. Any assignment that does not have proper citation (if/when needed) will receive a grade of zero.

*\*\*\*When in doubt about plagiarism and other acts of academic honesty, please consult me immediately.*

### **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:**

**Each week you will either complete online coursework, or we will meet on campus for class. For modules that are completed online, please follow the schedule below/** For each session/week there are several different activities. Due dates for activities are as follows (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:** Assignment #1 Due

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

**Friday:** Assignment #2 Due (if applicable)

**Saturday:** Assignments and Quizzes 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.*

#### **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. Assignments & Projects:** There are a total of 7 Assignments in this course. They are listed below:

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

Write 1-3 typed pages.

**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 tape 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, your learning and provide feedback for the instructor to improve future classes. See assignment for additional 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.*

**3. Quizzes**

You will complete the Quizzes as listed in each individual module.

**4. Discussion Boards: (25 points each)**

**BE MINDFUL OF DUE DATES IN THE MODULE under EXPECTATIONS. The initial discussion board is due TWO DAYS prior to the due date listed in canvas. The due date in canvas is the due date for the response post!**

When 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

- o 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.
- o 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.
- THE DUE DATE LISTED IN CANVAS IS FOR THE RESPONSE POST> IN ITIAL POST IS DUE TWO DAYS PRIOR< on TUESDAYS! Due dates are listed in weekly expectations and on the discussion board assignment.

#### **Grading Outline**

- a. Discussion Boards (25 points each)
- b. Video Case (10 points each)
- c. Quizzes (10-15 points)
- d. Reflection Paper: Early Experiences with Literacy (20 points)
- e. Child Study (100 points)
- f. Anchor Book Project (100 points)
- g. Read Aloud Lesson Plan and Demonstration (50 points)
- h. Family Resource Campaign (30 points)
- i. FINAL: Reflection (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.*



## COURSE SCHEDULE

*The following schedule represents the way in which the course is most likely to unfold. Although we will address all course goals and complete all graded course activities, the actual order and timing may vary and some readings may change to reflect the strengths, needs, and interests of the class. Assignments for each class will be reviewed and/or revised at the previous class session - do not depend solely on this tentative schedule*

WEEK	DATE	TOPIC	Lecture, Activities & Required Reading	Assignments <i>Additional reading and homework assignments TBD</i>
1	10/6	<b>FACE TO FACE MEETING- on campus</b>  Introduction Overview of Syllabus  Why is Early Literacy Important?	Design a book cover or back cover plot to share with class- highlight yourself- SHARE  Design Name Plate  ARTICLE: Learning to Read and Write: Developmentally Appropriate Practices for Young Children. (May, 1998) A joint position of the International Reading Association (IRA) and the National Association for the Education of Young Children (NAEYC).  Executive Summary of the report of the national early literacy panel  <b>ASSIGNMENT Distributed:</b> Child Study Project	<b>Course Orientation:</b> <ul style="list-style-type: none"> <li>Assess your readiness for online work</li> <li>Review the course goals and learning objectives</li> <li>Use the discussion board feature to post questions or comments regarding the syllabus.</li> <li>Explore the format and logistics of this as an online course.</li> <li>Review the course expectations and responsibilities.</li> <li>Practice using the discussion board feature by introducing yourself to your colleagues and by responding to your colleague's introductions</li> </ul>
2	10/13	<b>ONLINE ONLY</b>  Language and Brain Development: Infants  Language Development & Literacy: Toddlers	Chapter 1: Beginnings of Communication (Infants)  Chapter 2: The Task of Toddlers  Article: Beyond Twinkle, Twinkle: Using Music with Infants and Toddlers	<b>PowerPoints:</b> Why Early Literacy is Important Chapter 1 Chapter 2  <b>Quizzes:</b> Chapter 1 Quiz: Chapter 2 Quiz  <b>Assignment:</b> Early Literacy Reflection (20 points) Toddler Talk  <b>Discussion Board:</b> Infant Sign Scenario
3	10/20	<b>ONLINE ONLY</b>  Language Development & Literacy: Preschoolers Storytelling, Dramatization & Poetry	Chapters 3, 9 & 10 Chapter 3: Preschool Years Chapter 9: Storytelling Chapter 10: Poetry	<b>PowerPoints:</b> Chapter 3 Chapter 9 & 10  <b>Quizzes</b> Chapter 3 Quiz  <b>Assignment:</b> Language Development in Preschool

				<b>Discussion Board:</b> Storytelling in ECE  Poetry in Early Childhood
4		<b>FACE TO FACE ON CAMPUS</b>  Early Literacy: Historical Roots, Philosophies & Programing  Promoting Language & Literacy  Assessment & Curriculum Planning  Program Planning and Goals The Big 5 Review	Chapter 5: Achieving Language and Literacy Goals through Program Planning  Chapter 6: Promoting Language & Literacy  Nekovei, D., & S.A. Ermis. 2006. Creating classrooms that promote rich vocabularies for at risk learners. Young Children 61 (5): 90-95  Lecture & Group Work	<b>Reading Response:</b> Chapter 5 & 6 4 main points; 2 main points per chapter  <b>CHILD STUDY DUE</b> <b>Bring to class for discussion</b>
5		<b>FACE TO FACE ON CAMPUS</b>  <b>Effective Read Alouds</b>  <b>Phonological Awareness</b>  <b>The Big Five Review</b>	Demonstrate Effective Read Alouds & Show Videos of Examples  Phonological Awareness Lecture, Instruction & Play with Examples  The Big 5 Practice	<b>Reading:</b> Supporting phonemic awareness development in the classroom  Kalmar, K. 2008. Let's give children something to talk about: oral language and preschool literacy. Young Children 63 (1): 88-93.  "Fanciful, Magical Language in Preschool" by Holly Seplocha and Janis Strasser, Teaching Young Children, Washington, DC: NAEYC, April/May 09.  "Eight Simple Rules for Talking with Preschoolers" by Rhea Paul, Teaching Young Children, Washington, DC: NAEYC, Dec. 10/Jan. 11).  <b>Assignment Distributed:</b> Read Aloud & Lesson Plan
6	11/10	<b>ONLINE CLASS ONLY</b>  Sharing Books with Children  Group Times  Read Aloud	Chapter 8: Children and Books Chapter 13: Group Times  Article: The Power of Planning Developing Effective Read Aloud	<b>PowerPoints:</b> Chapter 8 Chapter 13  <b>Assignment:</b> Group Times  Continue to work on Read Aloud

				<b>Discussion Board:</b> Sharing Books that are windows and mirrors (25 points)  <b>MIDTERM DUE</b>
7	11/17	<b>FACE TO FACE CLASS</b>  Speaking Goals & Listening Skills  Phonological Awareness	Chapter 7: Developing Listening Skills Chapter 12: Realizing Speaking Goals  Articles: Supporting phonemic awareness development in the classroom	<b>Reading Response:</b> Chapter 7 & 12- 4 main points; 2 points per chapter  <b>Assignment Due:</b> READ ALOUD ASSIGNMENT DUE
8		<b>ONLINE ONLY</b>  Family Partnerships Understanding Supporting Differences	Chapters 4 & 17 Chapter 4: Understanding Differences Chapter 17: The Family- Center Partnerships	<b>PowerPoints:</b> Chapter 4 Chapter 17  <b>Assignment:</b> Family Resource Campaign (30 points)  <b>Discussion Board:</b> Family Partnership (25 points)
9	12/1	<b>FACE TO FACE CLASS</b>  Print in Preschool & Print Rich Environments	Chapter 14: Print- Early Knowledge and Emerging Interest  Chapter 16: Developing a Literacy Environment  ANCHOR BOOK PRESENTATION	<b>Reading Response:</b> Chapter 14 & 16- 3 main points  <b>Assignment Due:</b> Anchor Book Assignment
10	12/15	ONLINE ONLY	<b>FINAL PAPER</b>	<b>Assignment Due:</b> Final Essay: Tale of Two Schools  <b>End of Course Reflection</b>