

**MIDDLESEX COMMUNITY COLLEGE
EARLY CHILDHOOD EDUCATION PROGRAM
ECE 231: Early Language and Literacy Development**



Instructor: Norma Rosado-Javier

Class Time: Tuesday 6:35pm-9:05pm (Hybrid) Room 510

Office Hours in Snow Hall-Room 508

Tuesday/Thursday 2:00pm-3:30pm

Tuesday/Thursday 5:00pm-6:30pm

And by Appointment <https://mxcc.edu/appointments/norma-rosado-javier/>

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Semester: Spring 2019

Credits: 3 CRN# 1249

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COURSE DESCRIPTION

An introduction to language and literacy development in the young child. The role of the early childhood environment for children from birth through age eight is studied. Students will explore the early childhood language arts curriculum including speaking, listening, writing, and reading skills. The teacher's role and methods of creating a literacy-rich environment that engages children in creative, developmentally appropriate language-arts experiences is examined. Students will create plans and materials for use with children. Various curricula materials and teaching methods are considered. **Prerequisite: ECE*101.**

TEXT

Machado, J. M. Early Childhood Experiences in Language Arts: Early Literacy (11th edition) Cengage Learning Publisher, 2016

Other required resources:

CTELDS and Preschool Assessment Framework, and Flipchart. All available at: <http://www.sde.ct.gov/sde>, (Early Childhood link).

COURSE OBJECTIVES

At the end of the course, students will be able to:

- Describe language development in young children.
- Explain the theories of language emergence and identify major factors that influence language development.
- Evaluate the role that environment plays in early language and literacy development for young children.
- Explain the role of play in language and literacy development.
- Select quality books and literacy-rich materials for young children.
- Develop a curriculum that promotes language and literacy.
- Develop a literacy-rich environment.
- Demonstrate suggested read-out-loud techniques for groups.
- Discuss print awareness and the relationship of sound to print.
- Identify phonemes, phonology awareness and alphabetic principle.
- Describe ways teachers/parents can work together to help children develop literacy skills and extend literacy into the home.
- Creatively/innovatively select, plan, implement and evaluate language arts activities (listening, reading speaking, technology and writing) that will promote language and literacy development in young children.
- Identify and examine levels of learning and domains of development for young children and their implications to language and literacy development.
- Identify and develop activities and techniques that will promote language and literacy acquisition for both English and non-English speaking young children.
- Identify developmentally appropriate ways to observe and assess early literacy development in young children.

Learning Outcomes:

Upon completion of this course, students will be able to:

- Draw from various teaching strategies and be able to plan, implement and evaluate curriculum by using specific instructional techniques for reading, writing and literacy development.
- Use integrative strategies in curriculum planning.
- Effectively develop and plan learning centers that foster literacy development in young children's classroom.
- Focus on children's characteristics, needs and interests using research-based information.
- Address children's challenging behaviors, learn how to identify at-risk children in reading and writing, and how to develop different instructional strategies to support these children.
- Create linkage for child's language, culture and the preschool program
- Develop respect and understanding for the diverse families represented in the classroom.
- Foster social interactions among children to enhance language and literacy development while at the same time model appropriate language for the children.

COURSE REQUIREMENTS/GRADING GRID

	Items	Points
A	Bi-Weekly Class Participation and Blackboard Discussion Posts (10 at 20 points each)	200
B	Article Critique/Class Presentation	200
C	Book Selection Assignment/Read Aloud	100
D	Small Group Activity-Learning Experience Plan Activity/Implementation	200
E	Language and Literacy Presentation: Use of selected book, create flannel board materials and/or storytelling kit. <u>(NAEYC Key Assessment Assignment)</u>	300
	Total	1000

Total # of Points/Letter Grade

1000-950 = A	898-848 = B+	745-695 = C+	592-542 = D+	439-0=F
949-899= A-	847-797 = B	694-644 = C	541-491 = D	
	796-746 = B-	643-593 = C-	490-440 = D-	

A. Weekly Class Participation/Bi-Weekly Blackboard Discussions (200 points)

Students are responsible for coming to class when it meets on-ground in order to fulfill the class participation aspect of the course. Every other week, when the class meets online, you will be responsible for posting a Discussion Post in Blackboard in the discussion link located in the course menu. You will also need to respond to someone else's thread. (You may respond to more than one if you wish). The initial thread must relate directly to the discussion question posted. (More information about discussion boards are located in the discussion board link in Blackboard).

B. Article Critique/Class Presentation (200 points)

Students will research an article pertaining to early language and literacy development in young children. The article should be from a credible source or NAEYC periodical eg: Young Children, Early Childhood Today, etc. You are responsible for summarizing the article and writing a two-page reflection on the information provided in the article. In addition, students are required to do a summary on the article in class.

C. Book Selection Assignment/Read Aloud (100 points)

Students will select an age-appropriate children's book to read to the class. Using a standard lesson plan format, the student will develop objectives for the plan, open-ended questions to ask during the implementation of the lesson, and overall moral/lesson of the story.

D. Small Group Activity-Learning Experience Plan Activity/Implementation (200 points)

- In a small group, students will present a lesson using books, educational materials, and center activities to enhance children's learning. Students will come up with a theme/lesson and each group member will select a learning center. For each center, the group member assigned will provide literature, materials, and other learning activities (ex: games, art activities, cooking experiences, science, etc) to enhance children's learning and extend the concepts in the lesson.

- Each group is free to use artifacts, pictures, graphs, Venn Diagrams, etc to demonstrate and enhance their group's final work/presentation to the class.
- All students are required to participate in this group assignment. Groups will receive a grade as a whole in addition to each individual student's presentation.

**E. Language and Literacy Presentation: Use of selected book, flannel board and storytelling kit, newsletter and follow-up home/school activity (300 points)
(NAEYC Key Assessment Assignment).**

Planning, Implementing, and Evaluating a Language and Literacy Activity in an early childhood education classroom. (Mock presentation-done in the classroom with peers).

This assignment has four parts as indicated below:

Part I: Create an age appropriate Curriculum Web for a Classroom

Students are required to use the Curriculum Web form used with the CTELD. (Use form provided in class). Use the web to plan weekly activities related to a chosen topic of study/theme for the week.

Step 1: Select three specific relevant and age appropriate standards from CTELDS. All three standards need to be included inside the big rectangular box in the center of the form.

Step 2: Identify and write at least five activities for each of the outside square boxes surrounding the rectangular box of the form. These boxes represent the different centers/activity areas in the classroom.

Step 3: Use arrows to match each activity with your performance standards/indicators selected.

Part II: One Week Planned Activity for Every Center

After completing the Curriculum Web, students will plan one week of activity for each individual center on the web. Activities are part of a class presentation.

Part III: Book Selection/Storytelling Kit

Students are required to choose a book related to the theme/selected standards for the lesson indicated. You are to design your own storytelling kit /puppets to use when reading the story. Make sure to have enough materials for each student in your group.

Part IV: Follow-up Literacy Activity/Newsletter:

After completing the lesson plan, students are required to creative and design a home-school-connection newsletter for the children's parents explaining your presentation and the objectives. You should include questions that parents can ask the children to get them to discuss the story and enhance their learning. In addition, include a follow-up activity that parents can do with their children at home to extend the lesson.

Part V: Write a three-page reflection paper on the process. Explain in detail your choice for the activity, why you choose the specific CTELDS standards, identify and discuss how the different elements of language and literacy development are present in the activity, and your overall impression of the literacy experience. Make sure to include all parts related to this activity when you submit the assignment.

WRITTEN COMMUNICATION STANDARDS: Proper written communication is a vital professional skill. All written course work must include Standard English Practices. These include: spelling and punctuation, capitalization, sentence and paragraph structure, grammar, clarity of expression, and organization.

NOTE FOR ALL ASSIGNMENTS:

Assignments must be typed with **12-size font and double-spaced** and must be submitted on due dates. **No hand written work is accepted. All assignments must creatively have cover page to include student's name, instructor's name, course title and number, course CRN#, clear assignment topic or heading, and submission date. All biographic notations of any articles, or any sources utilized to complete assignments, is required to be listed on the reference list.**

Use APA or MLA format in writing your references. See websites below.

APA http://www.mxcc.commnet.edu/images/customerfiles/L_PDF/APA.pdf

MLA http://www.mxcc.commnet.edu/images/customer-files/L_PDF/MLA.pdf

Instructor's Expectations of Students in class:

- A) **Class participation** is expected for small group activities. Many of the class activities involve small groups and are intended for students to engage in active learning.
- B) Students are responsible for all reading assignments and all materials covered in class.
- C) **All assignments are due on the dates indicated.** Late assignments are not accepted after the due date unless the instructor has been consulted prior to the due date.
- D) **Please turn off or turn to vibrate cell phones upon entering the class. Refrain from texting during class as it can be a distraction/disrespectful to the instructor or other students.**

MINIMUM STUDY TIME: It is imperative that you study in order to learn the material. A general "rule of thumb" is that for every one hour you spend in class, you should spend a minimum of two hours studying for the class. You must spend time and learn the materials in the textbook, readings, and study class notes as well as material covered in course. Research shows that the more time a college student spends studying, the more the student learns.

IMPORTANT COLLEGE POLICIES!! PLEASE READ CAREFULLY!

For information about the college's policies and procedures regarding academic honesty, accessibility/disability services, attendance, audio-recording in the classroom, grade appeals, plagiarism, religious accommodations, weather and emergency closings, and more, please go to the following website: www.mxcc.edu/catalog/syllabus-policies/ or scan the QR code with your smart phone. Also, please become familiar with the policies regarding nondiscrimination, sexual misconduct, and general student conduct at the following website: www.mxcc.edu/nondiscrimination/.



NON-DISCRIMINATION STATEMENT

Middlesex Community College does not discriminate on the basis of race, color, religious creed, age, sex, national origin, marital status, ancestry, present or past history of mental disorder, learning disability or physical disability, sexual orientation, gender identity and expression or genetic information in its programs and activities. In addition, the College does not discriminate in employment on the additional basis of veteran status or criminal record.

The following person has been designated to handle inquiries or complaints regarding non-discrimination policies and practices:

- *Primary Title IX Coordinator*
Dr. Adrienne Maslin
Dean of Students/Title IX and Section 504/ADA Coordinator
amaslin@mxcc.edu; 860-343-5759; Founders Hall Room 123/

BIBLIOGRAPHY:

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Pence, K.L. & Justice, L.M., (2007) Language development from theory to practice [Book] Upper Saddle River NJ; Merrill/Prentice Hall

Pinnelle, G., Fountas-Heinemann, I., (2011). Literacy Beginnings: A Prekindergarten Handbook. Portsmouth, NH: Heinemann.

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Rockway, R.E., Hoge, D., Searcy, B., Searcy, L. (1999) Linking Language: Simple Language and Literacy Activities Throughout the Curriculum [Book]. Lewisville, NC: Gryphon House.

Rockwell, B., & Kniepkamp, J.(2003). *Partnering with parents*. Gryphon House

COURSE OUTLINE

Weeks	Topics/Chapters	Assignments/Readings
Week 1 1/29/19 <u>(On-ground)</u>	Introduction/Ice Breaker Activity Syllabus Review Course Overview/Literacy Activity	Read Chapter 1-Beginning of Communication (Module 1)
Week 2 <u>Module 1</u> 2/05/19 <u>(On-line)</u>	<u>Section One: Language Development: Emerging Literacy in the Young Child</u> Chapter 1-Beginnings of Communication	Read Chapters 2 and Chapter 3 <u>Discussion Board in Blackboard</u>
Week 3 2/12/19 <u>(On-ground)</u>	Chapter 2-The Tasks of the Toddler Chapter 3-Preschool Years	Read Chapter 4-Understanding Differences (Module 2)
Week 4 <u>Module 2</u> 2/19/19 <u>(On-line)</u>	<u>Section Two: Language and Literacy Programs: Recognizing Diverse Needs and Goals</u> Chapter 4-Understanding Differences	Read Chapter 5 <u>Discussion Board in Blackboard</u>
Week 5 2/26/19 <u>(On-ground)</u>	Chapter 5-Achieving Language and Literacy Goals through Program Planning <u>Read Aloud Activity</u>	Read Chapter 6 and Chapter 7 (Module 3)
Week 6 <u>Module 3</u> 3/05/19 <u>(On-line)</u>	Chapter 6-Promoting Language and Literacy Chapter 7-Developing Listening Skills	Read Chapters 8 and Chapter 9 <u>Discussion Board in Blackboard</u> <u>Article Critique due on 3/19/19</u>
Week 7 3/12/19	SPRING BREAK	
Week 8 3/19/19 <u>(On-ground)</u>	<u>Section Three: Literature and Other Language Arts Areas</u> Chapter 8-Children and Books Chapter 9-Storytelling <u>Read Aloud Activity</u>	Read Chapter 10 (Module 4)

Week 9 <u>Module 4</u> 3/26/19 <u>(On-line)</u>	Chapter 10-Poetry	<u>Discussion Board in Blackboard</u>
Week 10 4/02/19 (On-ground)	<u>Article Critique/Summaries in class.</u>	Read Chapter 11 (Module 5)
Week 11 <u>Module 5</u> 4/09/19 (On-line)	<u>Section Four: The Growth of Speech and Expression</u> Chapter 11-Language Growth through Flannel Boards, Puppetry, and Dramatization	Read Chapter 12 and Chapter 13 <u>Discussion Board in Blackboard</u>
Week 12 4/16/19 (On-ground)	Section Five: Writing and Reading: Natural Companions <u>Small Group Activity/Presentations</u> Chapter 12-Realizing Speaking Goals Chapter 13-Group Times <u>Read Aloud Activity</u>	Read Chapter 14 and Chapter 15 (Module 6)
Week 13 <u>Module 6</u> 4/23/19 (On-line)	Chapter 14- Print-Early Knowledge & Emerging Interest Chapter 15-Reading and Preschoolers	<u>Read Chapter 16</u> <u>Discussion Board in Blackboard</u>
Week 14 4/30/19 (On-ground)	Section 6: School and Home: Environment, Families and Partnerships Chapter 16- Developing a Literacy Environment <u>Read Aloud Activity</u>	Read Chapter 17 (Module 7)
Week 15 <u>Module 7</u> 5/07/19 (On-line)	Chapter 17- The Family-Center Partnership	<u>Discussion Board in Blackboard</u>
Week16 5/14/19 (On-ground)	Final Presentations: NAEYC Key Assessment Assignment: Language and Literacy Presentation	