



Course Syllabus

Course #: ECE 2500

Course Name: Emergent Language Literacy

Division: Arts and Sciences

Class Days: MW

Class Time: 2:30-4:20 p.m.

Location: Classroom: A 103

Laboratory: 16 hours practicum

Credit Hours: 3 **Contact Hours:** 4

Lab Hours: 2 **Lecture Hours:** 2

Instructor: Mary Fatica

Office Location: A 201K

Phone: 419-559-2216

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Office Hours: Posted on office door

Division Office/Location: Bldg. A 202

Division Fax: 419-334-9414

Full-time Contact Person: Mary Fatica

Phone(s): 419-559-2216

Course Description:

A survey and critical style of language development including prose and verse for children ages 0-8. The techniques of story reading and storytelling will be included. Phonics and Emerging Literacy theory will be taught. Participation in a licensed Early Childhood setting required. (Fall)

Prerequisite(s):

ECE 1000, ECE 1100, and ECE 1420

Corequisite(s):

None

Entry Level Skills and Knowledge:

College-level reading and placement into ENG 1050 or instructor permission.

Required Texts, Supplies and Equipment:

EARLY CHILDHOOD EXPERIENCES IN LANGUAGE ARTS, 8TH EDITION
by Jeanne M. Machado
STATE OF OHIO EARLY CONTENT STANDARDS
CREATIVE CURRICULUM BOOK

Grading:

- A = 600-540 points
- B = 539-480 points
- C = 479-420 points
- D = 419-360 points
- F = 359 points and below

Learning Outcomes:

General Education

1. Practice good grammar.
2. Develop an understanding of social responsibility.
3. Work effectively in a team setting using problem solving, communication, and leadership skills.
4. The ability to write grammatically correct materials.

Technical Education

NAEYC Associate Degree Standards

- Standard 4b Using developmentally affective approaches.
- Standard 4c Understanding content knowledge.
- Standard 4d Building meaningful curriculum.
- Standard 5c Engaging in continuous, collaborative learning to inform practice.

Pathwise Areas:

- B-3 Communicate challenging learning expectations to children.
 - C-3 Encourage children to extend their thinking.
 - D-1 Reflect on extent to which learning goals were met.
1. Understand and describe differences in language between younger and older children.
 2. Know how to promote language and literacy growth.
 - a. Content
 - b. Planning
 - c. Teaching
 - d. Assessing
 3. Take the role of model, provider, and interactor of language.
 4. Promote good listening habits.

Learning Outcomes: (Continued)

5. Plan listening, speaking, writing, and reading readiness activities.

- a. Be able to choose appropriate books for children ages 0-8.
- b. Read and tell stories effectively to promote print concept and comprehension.
- c. Present poems and fingerplays effectively.
- d. Demonstrate the ability to provide an environment to help children acquire vocabulary.
- e. Understand and promote phonemic awareness, word recognition, and fluency.
- f. Be able to demonstrate proper printing of uppercase and lowercase letters.
- g. Understand special situations involving dialects and bilingual children in the classroom.
- h. Be able to talk with the child at his/her level.
- i. Use a pleasant, warm tone with children and adults.
- j. Develop skills to promote writing processes.

Assessment of Student Learning:

This course may include a project that is one of several that will be used by faculty to assess student academic performance in the program. A panel of faculty will review all (projects or whatever assessment activity you are doing), then assess and summarize the academic performance of students at this point in the program. The results of this assessment will be shared among the department faculty, used to identify needed changes or improvements, and submitted to the Student Academic Assessment Committee as part of the College’s overall student academic assessment effort.

Assessment Project and Measurement in course (if any):

Plan of Work:

Session	Date	Activities
Session 1	August 21	Introduction—DAP Review, Choose partners, Choose phantom Child, ELC hours
Session 2	August 23	Chapter 1—Beginnings of Communication, Literacy goals
Session 3	August 28	Chapter 2—The Tasks of the Toddler
Session 4	August 30	Chapter 5—Understanding Differences, Bring in examples of good and bad books for children.
	September 4	COLLEGE CLOSED—LABOR DAY HOLIDAY
Session 5	September 6	Chapter 6—Achieving Language and Literacy Goals

Plan of Work: (Continued)

Session	Date	Activities
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Session 6	September 11	Chapter 3—Preschool Years
Session 7	September 13	Chapter 4—Growth Systems Affecting Early Language Ability
Session 8	September 18	Chapter 10—Storytelling, Bring in examples of books with wonderful art—read a portion.
Session 9	September 20	Chapter 17—Reading and Preschoolers
Session 10	September 25	Chapter 15—Puppetry and Beginning Drama Experiences
Session 11	September 27	Chapter 13—Realizing Speaking Goals
Session 12	October 2	Chapter 14—Group Times
Session 13	October 4	Midterm
	October 9 and 10	FALL BREAK—NO CLASSES
Session 14	October 16	Chapter 7--Promoting Language and Literacy, Bring a favorite book to share (with objective).
Session 15	October 18	Activity #1, Storytelling—no props
Session 16	October 23	Chapter 8—Developing Listening Skills
Session 17	October 25	Chapter 9—Children and Books
Session 18	October 30	Chapter 11—Poetry, Dictated Story Due
Session 19	November 1	Storytelling Activity with Props, Big Book Due
Session 20	November 6	Activity #2, Dictated Story Due
Session 21	November 8	Chapter 15—Puppetry and Beginning Drama Experiences
Session 22	November 13	Chapter 16—Print—Early Knowledge and Emerging Interests
Session 23	November 15	Storytelling (props), Activity #3

Plan of Work: (Continued)

Session	Date	Activities
Session 24	November 20	Bring a poem to share (with a plan), Literacy

charting sample (with a plan).

	November 22-26	COLLEGE CLOSED—THANKSGIVING VACATION
Session 25	November 27	Activity #4, Card File Due
Session 26	November 29	Chapter 18—Developing a Literacy Environment, Emergent Group Project due
Session 27	December 4	Chapter 18—Developing a Literacy Environment, Activity #5, Time Sheets and Evaluations Due
Session 28	December 6	Chapter 19—The Parent-Center Partnership, Review
Session 29	December 11	FINAL EXAM
Session 30	December 13	EXAM WEEK

*Dates and assignments are subject to change.

Course Requirements:

Emergent Group Project	100 points
Midterm	100 points
Final Exam	100 points
Class Activities	50 points
Books, Poems, and Fingerplays	100 points
Big Book	50 points
Assessments (Portfolio)	25 points
Class Participation	<u>75 points</u>
TOTAL	600 points

Professional educators at all levels are often called upon to work in teams. When working in teams in this class, it is expected that you will respect the diverse experiences and strengths of your fellow teammates. All team members are expected to contribute in equal amounts to team-completed assignments. Team members should not expect others to do their share of the work, nor assume responsibilities that rightfully belong to their fellow team members. If any team members violate these expectations, this may be brought to my attention.

Field Experience (16 hours)

Clinical Experience (10 hours)

1. Six (6) hours in Terra Community College Early Learning Center (two hours toddler and four hours preschool)—ten (10) hours in an outside center—combination of small

and large group activities in each plan. All plans should have standards listed for each part of plan. ELC—First two hours for observation. Next two hours present. No plans for toddlers (two hours). Your ELC group presentations will be one week apart.

2. A sign-in-and-out sheet initialed by the Center teacher or director, showing proof of one and one-half hours to two hours participation per week, (outside Center). Five (5) plans—combination (books, fingerplays, and poems).
3. All activities should come from the Language Domain—ALL should have a book, fingerplay, poem, or puppet as part of the introduction.
4. Card Files
25 Poems
25 Fingerplays
50 Children's Books (alphabetized by title, categorized by subject, include Nature and Diversity as well as the standards—animal, holidays, food, etc.)
5. Make a Big Book.
6. Assessment—Creative Curriculum—Portfolio Assessment—Five (5) Children—Document four anecdotal language notes and see where they compare samples according to the Creative Curriculum. Focus on letters and words.
7. Do a literacy chart activity; this can be part of an activity to promote vocabulary, reading process, writing applications. In-class presentation.
8. Do two (2) storytelling activities—one (1) with props, one (1) without; these should be one part of an activity or an introduction. Toddlers love these! Objective should be phonemic awareness, vocabulary. In-class presentation.
9. Keep a list of books, fingerplays, and poems that you shared with children. Minimum of 15. (Will need teacher initials.) Bring with you to ELC. These are particularly appropriate for toddlers as group (planned) activities are often inappropriate.
10. Have a child dictate a story to you—outside Center. Document story.

Group project—two (2) to three (3) people per group—in Early Learning Center.

Emergent literacy and documentation project with journal and panel.

The project will include a 30-minute videotape made in the Early Learning Center with

your partner during your emergent project.

Begin by signing up for two (2) hours to observe in the preschool room—take notes and discuss with your partner areas of child interest appropriate for your literacy project. Email your idea to the teacher or speak with her. If she agrees, turn your idea into me and the date you will be in the Center.

Each partner will choose a phantom child (with special need)—each should be considered in your planning. Include one-page explanation of each condition.

Each partner will be involved in an activity—three total if three partners—two total if two partners. Planning will be a team effort.

You will need to document your work together. (Journal—anecdotal note—photos—panel.) This means your time in the Center needs to be concurrent with your partners; this alone should help you develop collaborative skills. Documentation should include your planning, the learning that takes place (yours and the children's), and evaluation of the project. Remember: pay attention to what is happening with your learning and the children's. Keep a journal of your work together. Reflect on what you learned and what the children learned (specific literacy skills).

The focus of the project is to demonstrate how children learn and develop literacy tasks and for you personally to develop team and documentation skills and to help you prepare the children's environment for literacy acquisition.

Prepare three (3) webs for your project—All domains plus nutrition, diversity, safety, music, math, and science.

1. Pre-web—what the children know.
2. Planning web—All domains plus curriculum areas.
3. Post web—what the children learned—progress from first web.
*Remember to include standards.
Assess, plan, teach, assess.

Each team will share their experience at the end of the quarter. Evaluation sheets from the Early Learning Center should be included.

Topical Outline:

1. Learning Centers, Documentation
2. Poetry
3. Storytelling

4. Language Development
5. Listening Skills and Activities
6. Promoting Language and Literacy
7. Reading to Children
8. Whole Language, Emerging Literacy
9. Teacher-Made Materials
10. Fingerplays and Circle Time
11. Phonics

Note Cards

Books - 50

	Category
Source:	
Title	
Author	
Illustrator	
Short Summary	
Age	

Poems & Fingerplays - 50

Poems—just write verse, age range, and source.
Fingerplays should include words, actions, age, and source.

Example: Terra Library
Birchard Library

Policies

Course Withdrawing: If for any reason you need to withdraw from this course, be certain that you do so according to College procedure. It is your responsibility to know and follow this procedure. If you simply stop coming to class, without officially withdrawing from the course, your grade is an automatic “F.” Please follow official College procedure for withdrawing from this or any course.

College Academic Policies are located in the College Catalog. A copy of the current catalog may be picked up in any of the division offices or admissions. The list of college policies is also available online at <https://www.terra.edu/register/Collegecat/policies.asp>.

Students are to follow the Early Childhood Education handbook which outlines the guidelines of the program.

*All course requirements and hours (clinical and field) must be completed to pass the course. Assignments are due on time or a late grade will be given.

*Activity plans are to be turned in the class meeting after the field presentation or the student will receive no credit for the presentation. Students' activity plans need to be completed except for evaluation for classroom presentation.

*Failure to take the test on time can result in a lowered letter grade.

Support Services: The College offers a number of support services to assist in your success in this course and all courses. Among these services are the Writing & Math Center in B105, the Office of Learning Support Services, which coordinates the campus disability services and tutoring programs, the computer labs, and the computers in the atriums.

Any student who feels he/she may need an accommodation based on the documentation of a disability should contact the Office of Learning Support Services privately to discuss his/her specific issues. Please contact the OLSS at (419) 334-8400 X 2208 or visit 100 Roy Klay Hall (Building A) to coordinate reasonable accommodations.

If you have a documented disability and are receiving academic accommodations through the Office of Learning Support Services, please schedule a meeting with your instructor in a timely manner so that we may discuss how these services will be arranged.

Tutoring services are available to students beginning the second week of every quarter. Students requesting tutoring services should obtain a tutor request form from the OLSS in 100 Roy Klay Hall (Building A) or online at the Terra website. Please note that instructor verification and acceptance of the Student Learner Agreement is necessary for all tutoring requests. All requests should be submitted to 100 Roy Klay Hall (Building A).