COURSE SYLLABUS

Department of Early Childhood & Elementary Education

COURSE NUMBER: ELE 301 Credit Hours 3

I. TITLE: Language and Early Literacy for Early Childhood

II. CATALOG DESCRIPTION:

This course focuses on the child's emerging literacy and exposure to language stimulation. Combining research, reflection and early childhood practices, the course fosters an understanding of how techniques and activities affect language and early literacy skills development in young children infancy through 5 years of age with and without disabilities. Prerequisites are EDU 103 or instructor permission.

III. PURPOSE:

This course is designed to assist students in to: (a) developing an understanding of children's listening, speaking and print awareness as prerequisite skills for reading; (b) developing skills in creating an environment where literacy flourishes; and (c) describing theory of language emergence for young children with and without disabilities.

IV. COURSE OBJECTIVES:

The behaviors listed below are understood to be reflective of, but not limited to those behaviors advocated by the Kentucky Education Reform Act guidelines. Following each objective, and enclosed in parentheses, are roman numerals, which reference the Kentucky IECE Teacher Standards and numbers enclosed in brackets which reference the Kentucky Early Childhood core competencies.

As a result of participation in this course, the student will:

A. Demonstrate knowledge of how young children acquire and develop the elements of language. (I) [1]

B. Demonstrate knowledge of the processes by which young children learn spoken and written language. (II, III) [1]
C. Demonstrate understanding that reading, writing and listening are interrelated and mutually reinforcing. (III) {1}

D. Demonstrate ability to support language and literacy by establishing and maintaining a print rich environment. (II) {1,4}

E. Demonstrate ability to use multiple literacy strategies to provide young children with and without disabilities a variety of experiences in early literacy (reading and writing) and language. (II, III) {1}

F. Demonstrate the ability to use informal assessment strategies in language arts. (IV) {5}

G. Demonstrate the ability to promote appreciation of literacy appropriate to the young child's developmental level. (II, III) {1}

H. Demonstrate knowledge of rationale behind constructivism, emergent literacy and transactional theories. (I) {1}

I. Demonstrate ability to use assistive and augmentative technology as needed to support child participation in language activities. (III, IX) {4}

The COE Conceptual Framework and the Theme of Educator as Reflective Decision-Maker are addressed in this course by urging teachers to reflect upon how to integrate current theory about teaching early literacy into their existing classroom curriculum. The COE emphasis on constructivism is addressed when discussing literacy development through active involvement in authentic learning experiences. The COE student dispositions are formally assessed during evaluation of students’ thematic unit and Reflective Journal.

The theme of Literacy/Reading is stressed throughout every course activity as students learn how to facilitate early literacy development. The theme of assessment is explored through identifying, using, and creating multiple methods of assessing and addressing children’s early literacy efforts. The themes of Diversity and Closing the Achievement Gap are addressed through reading and discussing diverse literacy learners.

V. COURSE CONTENT:

A. Infant’s ability to respond to elements of human speech
B. Infant’s prelinguistic utterances and the role of experience in the development of these utterances
C. The young child’s use of gesture as a communication tool
D. General trends in the acquisition of first words and individual differences in children’s acquisition of language
E. The ways in which children derive meaning from words, particularly the role of parent-child interaction and the influence of the child’s emerging conceptual skills.
F. Developmental sequence of language
G. Literacy acquisition theories
H. Strategies for encouraging emergence of early literacy
I. Developing a learner-centered preschool
J. Linking literacy learning with social and emotional development
K. Preschoolers as readers and writers
L. Lesson planning forms and thematic literacy lesson plans
M. Children constructing literacy
N. Reading – it’s a natural: reading aloud to children in the home
O. Developmentally appropriate books and language materials for young children
P. Designing language and literacy rich environment(s)
Q. Involving families in literacy activities
R. Informal assessment techniques
S. Technology and media

VI. INSTRUCTIONAL ACTIVITIES:

A variety of instructional strategies will be used in this class including lecture, small group discussion, library and internet research, performance events, tests and student journal.

VII. FIELD AND CLINICAL EXPERIENCES:

Students will spend a minimum of 12 hours supervised field experiences with infant, toddler, and preschool children in diverse settings. Students will apply developmentally appropriate methods and evaluation with children in early childhood settings.

VIII. RESOURCES:

Resources include ATCOM Lab, MSU Waterfield Library, early childhood software and online resources.

IX. GRADING PROCEDURES:

Student progress throughout the teacher preparation program is continuously assessed. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to T.E.S. and then presented to admissions committees. Negative flags are carefully reviewed to make determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student’s progress towards program completion. NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF
ADMISSION TO TEACHER EDUCATION and/or STUDENT TEACHING, or REVERSAL OF ADMITTED STATUS.

The following grading scale will be used for this course:
A. Course requirements and evaluation:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thematic Literacy Lesson Plans</td>
<td>60</td>
</tr>
<tr>
<td>Presentation</td>
<td>10</td>
</tr>
<tr>
<td>Reflective Log and Lesson Plan</td>
<td>30</td>
</tr>
</tbody>
</table>

A=90-100% of total points  
B=80-89% of total points  
C=70-79% of total points  
D=60-69% of total points  
E=below 59% of total points

X. ATTENDANCE POLICY:

This course adheres to the policy published in the MSU Undergraduate Bulletin.

This course requires active participation of each student in class discussion, group work, and in-class activities. Attendance is crucial. A Student cannot receive points for class participation if he/she is absent; further, it is doubtful that a student will be prepared for the exams if he/she has not participated in class activities.

XI. ACADEMIC HONESTY

This course adheres to the academic honesty policy published in the MSU Undergraduate Bulletin.

Cheating, plagiarism (submitting another person’s material as one’s own), or doing work for another person which will receive academic credit are all impermissible. This includes the use of unauthorized books, notebooks, or other sources in order to secure or give help during an examination, the unauthorized copying of examinations, assignments, reports, term papers or the presentation of unacknowledged material as if it were the student’s own work. Disciplinary action may be taken beyond the academic discipline administered by the faculty member who teaches the course in which the cheating took place.

Plagiarism, as defined in the American Psychological Association Publication Manual, 4th ed. (1994). The ethical principles of scientific publication are designed to ensure the integrity of scientific knowledge and to protect the intellectual property rights of others. As the Publication Manual explains, authors are expected to correct the record if they discover errors in their publications (research and term papers); they are also expected to give credit to others for their prior work when it is quoted or paraphrased.
The key element of this principle is that an author does not present the work of another as if it were his or her own work. This can extend to ideas as well as written words (p. 294).

In the event that plagiarism is evident, no points will be awarded for the written assignment.

Note: Faculty reserve the right to invalidate any examination or other evaluative measures if substantial evidence exists that the integrity of the examination has been compromised.

XII. TEXT AND REFERENCES

Early Childhood web sites and journals/magazines online


Blackboard

XIII. PREREQUISITES: EDU 103 or instructor permission.

XIV. STATEMENT OF AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY:

Murray State University does not discriminate on the basis of race, color, national origin, sex, religion, marital status, age, or disability in employment, admission, or the provision of services, educational programs and activities, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities. For information regarding nondiscrimination policies contact the Office of Equal Opportunity, 270-809-3155.
Thematic Literacy Lesson Plans:

Kentucky IECE Teacher Standards: I, II, III, IV, IX

Kentucky Early Childhood core competencies: 1, 4, & 5

Use the Thematic Literacy Lesson Plans Form (Teaching and learning in preschool: using individually appropriate practices in early childhood literacy instruction, Page 203) and add detailed lesson plans for one week of the literacy thematic unit. Develop the shared reading, learning center, read-aloud, and interactive and scaffolded writing portions of the school day into specific activities. All developmental domains should be interwoven throughout daily literacy instruction and playful activities. How do you think your thematic literacy plans can improve children’s learning? What alternatives do you have in planning to meet diverse learning needs? How do you assess the children’s progress in your class? Describe methods of assessments appropriate for the goals and the age level.

Reflective Journal:

Kentucky IECE Teacher Standards: I, II, III, IV, IX

Kentucky Early Childhood core competencies: 1, 4, & 5

You will keep a daily log reflecting the experiences of the field experiences. You should keep a daily log of practicum experiences including date, times, site and activities. You should document 6 contact hours with infants or toddlers and 6 contact hours with preschool children. The supervising teachers should be asked to sign off on log hours to verify accuracy at the end of your field experiences. You are required to develop and carry out 1 lesson plan with infants/toddlers or preschoolers in a group or home-based setting (You should teach one lesson on reading, for example you may plan and implement circle time or small group, etc to infants/toddlers or preschool children). You are required to use informal assessment linked to objectives on lesson plan during the field experiences. Observation requirements will be provided by the instructor.