



**Early Childhood Care and Education (ECCE)  
ECCE 2115 Language and Literacy  
COURSE SYLLABUS  
Fall Semester 2019 (202012)**

**COURSE INFORMATION SUMMER**

Credit Hours/Minutes: 3/3000  
Campus/Class Location: Swainsboro/Building 2 2125  
Class Meets: Monday and Wednesday 9:00-10:50  
Course Reference Number (CRN): 20196  
Preferred Method of Contact: College Email

**INSTRUCTOR CONTACT INFORMATION**

Instructor Name: Kay Wilson  
Office Location: Building 2, Room 2125  
Office Hours: Monday-Thursday 1:00-4:00  
Email Address: [Kay Wilson \(kwilson@southeasterntech.edu\)](mailto:kwilson@southeasterntech.edu)  
Phone: 478-289-2213  
Fax Number: 478-289-2276

**SOUTHEASTERN TECHNICAL COLLEGE'S (STC) CATALOG AND HANDBOOK**

Students are responsible for all policies and procedures and all other information included in Southeastern Technical College's [Catalog and Handbook \(http://www.southeasterntech.edu/student-affairs/catalog-handbook.php\)](http://www.southeasterntech.edu/student-affairs/catalog-handbook.php).

**REQUIRED TEXT**

Experiences in Language Arts 11th Edition; Author: Machado  
International Standard Book Number (ISBN): 978-1-305-08893-1

Students should not share login credentials with others and should change passwords periodically to maintain security.

**REQUIRED SUPPLIES & SOFTWARE**

Notebook, paper, pen/pencil. Students will be conducting learning activities; therefore, they will need supplies such as paper, glue, markers, etc. The type and cost of supplies varies per semester and per activity.

**COURSE DESCRIPTION**

Develops knowledge, skills, and abilities in supporting young children's literacy acquisition and development, birth through age twelve. Topics include developmental continuum of reading and writing, literacy acquisition birth to five years of age, literacy acquisition in kindergarten, literacy acquisition in early grades, and literacy acquisition in children who are culturally and linguistically diverse.

## **MAJOR COURSE COMPETENCIES**

1. Developmental Continuum of Literacy, Acquisition, including Reading, Writing, Speaking and Listening
2. Supporting Literacy Acquisition Birth to Five years of Age
3. Supporting Literacy Acquisition in Kindergarten
4. Supporting Literacy Acquisition in Primary Grades
5. Supporting Literacy Acquisition in Children Who are Culturally and Linguistically Diverse
6. Media and Technology to Support Literacy Acquisition

## **PREREQUISITE(S)**

ECCE 1105

## **COURSE OUTLINE**

1. Promoting child development and learning
2. Building family and community relationships
3. Observing, documenting, and assessing to support young children and families
4. Teaching and learning
5. Becoming a professional
6. Guidance techniques and classroom management.

## **GENERAL EDUCATION CORE COMPETENCIES**

STC has identified the following general education core competencies that graduates will attain:

1. The ability to utilize standard written English.
2. The ability to solve practical mathematical problems.
3. The ability to read, analyze, and interpret information.

## **STUDENT REQUIREMENTS**

Assignments must be turned in on the specified date. All work must be printed off and turned in at the beginning of class the date that it is due. If a student is absent from class, all work must be turned in at the beginning of class the next day upon returning to class. If this is not done, 10 points will be deducted for work turned in late or work not turned in at the beginning of class. Work will not be accepted if it is over one week past the due date. Failure to take tests on the scheduled day will result in a grade of zero for the test not taken. The makeup test must be taken the next day upon returning to class. The zero assigned for the missed test will be replaced with the grade the student makes on the makeup exam. **STUDENTS WILL ONLY BE ALLOWED TO TAKE ONE MAKEUP TEST DURING THE SEMESTER!** Students are responsible for policies and procedures included in the STC Catalog and Student Handbook.

## **ATTENDANCE**

Class attendance is a very important aspect of a student's success. Being absent from class prevents students from receiving the full benefit of a course and also interrupts the learning process. Southeastern Technical College considers both tardiness and leaving early as types of absenteeism. Responsibility for class attendance rests with the student. Regular and punctual attendance at all scheduled classes is required for student success. Students will be expected to complete all work required by the instructor as described in the individual course syllabus.

Instructors have the right to give unannounced quizzes/assignments. Students who miss an unannounced quiz or assignment will receive a grade of 0. Students who stop attending class, but do not formally withdraw, may receive a grade of F and face financial aid repercussions in upcoming semesters.

Instructors are responsible for determining whether missed work may be made up and the content and dates for makeup work is at the discretion of the instructor.

Students will not be withdrawn by an instructor for attendance; however, all instructors will keep records of graded assignments and student participation in course activities. The completion dates of these activities will be used to determine a student's last date of attendance in the event a student withdraws, stops attending, or receives an F in a course.

### **STUDENTS WITH DISABILITIES**

Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact the appropriate campus coordinator to request services.

**Swainsboro Campus:** Macy Gay [mgay@southeasterntech.edu](mailto:mgay@southeasterntech.edu), 478-289-2274, Building 1, Room 1210

**Vidalia Campus:** Helen Thomas [hthomas@southeasterntech.edu](mailto:hthomas@southeasterntech.edu), 912-538-3126, Building A, Room 165

### **SPECIFIC ABSENCES**

Provisions for Instructional Time missed because of documented absences due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor.

### **PREGNANCY**

Southeastern Technical College does not discriminate on the basis of pregnancy. However, we can offer accommodations to students who are pregnant that need special consideration to successfully complete the course. If you think you will need accommodations due to pregnancy, please make arrangements with the appropriate campus coordinator.

**Swainsboro Campus:** Macy Gay [mgay@southeasterntech.edu](mailto:mgay@southeasterntech.edu), 478-289-2274, Building 1, Room 1210

**Vidalia Campus:** [Helen Thomas](#) [hthomas@southeasterntech.edu](mailto:hthomas@southeasterntech.edu), 912-538-3126, Building A, Room 165

It is strongly encouraged that requests for consideration be made **PRIOR** to delivery and early enough in the pregnancy to ensure that all the required documentation is secured before the absence occurs. Requests made after delivery **MAY NOT** be accommodated. The coordinator will contact your instructor to discuss accommodations when all required documentation has been received. The instructor will then discuss a plan with you to make up missed assignments.

### **WITHDRAWAL PROCEDURE**

Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% point of the term in which student is enrolled (date will be posted on the school calendar) must speak with a Career Counselor in Student Affairs and complete a Student Withdrawal Form. A grade of "W" is assigned for the course(s) when the student completes the withdrawal form.

Important – Student-initiated withdrawals are not allowed after the 65% point. After the 65% point of the term in which student is enrolled, the student has earned the right to a letter grade and will receive a grade for the course. Please note: Abandoning a course(s) instead of following official withdrawal procedures may result in a grade of 'F' being assigned.

Informing your instructor that you will not return to his/her course, does not satisfy the approved withdrawal procedure outlined above.

There is no refund for partial reduction of hours. Withdrawals may affect students' eligibility for financial aid

for the current semester and in the future, so a student must also speak with a representative of the Financial Aid Office to determine any financial penalties that may be assessed due to the withdrawal. A grade of 'W' will count in attempted hour calculations for the purpose of Financial Aid.

**Remember** - Informing your instructor that you will not return to his/her course does not satisfy the approved withdrawal procedure outlined above.

### **MAKEUP GUIDELINES (TESTS, QUIZZES, HOMEWORK, PROJECTS, ETC...)**

Assignments must be turned in on the specified date. All work must be printed off and turned in at the beginning of class the date that it is due. If a student is absent from class, all work must be turned in at the beginning of class the next day upon returning to class. If this is not done, 10 points will be deducted for work turned in late or work not turned in at the beginning of class. Work will not be accepted if it is over one week past the due date. Failure to take tests on the scheduled day will result in a grade of zero for the test not taken. The makeup test must be taken the next day upon returning to class. The zero assigned for the missed test will be replaced with the grade the student makes on the makeup exam. **STUDENTS WILL ONLY BE ALLOWED TO TAKE ONE MAKEUP TEST DURING THE SEMESTER!** Students are responsible for policies and procedures included in the STC Catalog and Student Handbook.

### **ACADEMIC DISHONESTY POLICY**

The STC Academic Dishonesty Policy states All forms of academic dishonesty, including but not limited to cheating on tests, plagiarism, collusion, and falsification of information, will call for discipline. The policy can also be found in the STC Catalog and Handbook.

### **PROCEDURE FOR ACADEMIC MISCONDUCT**

The procedure for dealing with academic misconduct and dishonesty is as follows:

#### **1. First Offense**

Student will be assigned a grade of "0" for the test or assignment. Instructor keeps a record in course/program files and notes as first offense. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus. The Registrar will input the incident into Banner for tracking purposes.

#### **2. Second Offense**

Student is given a grade of "WF" (Withdrawn Failing) for the course in which offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Registrar will input the incident into Banner for tracking purposes.

#### **3. Third Offense**

Student is given a grade of "WF" for the course in which the offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of third offense. The Vice President for Student Affairs, or designee, will notify the student of suspension from college for a specified period of time. The Registrar will input the incident into Banner for tracking purposes.

### **STATEMENT OF NON-DISCRIMINATION**

The Technical College System of Georgia (TCSG) and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, political affiliation or belief, genetic information, disabled veteran, veteran of the Vietnam Era, spouse of military member, or citizenship status (except in those special circumstances permitted or mandated by law). This nondiscrimination policy encompasses the operation of all technical college-administered programs, federally

financed programs, educational programs and activities involving admissions, scholarships and loans, student life, and athletics. It also applies to the recruitment and employment of personnel and contracting for goods and services.

All work and campus environments shall be free from unlawful forms of discrimination, harassment and retaliation as outlined under Title IX of the Educational Amendments of 1972, Title VI and Title VII of the Civil Rights Act of 1964, as amended, the Age Discrimination in Employment Act of 1967, as amended, Executive Order 11246, as amended, the Vietnam Era Veterans Readjustment Act of 1974, as amended, Section 504 of the Rehabilitation Act of 1973, as amended, the Americans With Disabilities Act of 1990, as amended, the Equal Pay Act, Lilly Ledbetter Fair Pay Act of 2009, the Georgia Fair Employment Act of 1978, as amended, the Immigration Reform and Control Act of 1986, the Genetic Information Nondiscrimination Act of 2008, the Workforce Investment Act of 1998 and other related mandates under TCSG Policy, federal or state statutes.

The Technical College System and Technical Colleges shall promote the realization of equal opportunity through a positive continuing program of specific practices designed to ensure the full realization of equal opportunity.

The following individuals have been designated to handle inquiries regarding the nondiscrimination policies:

<p><b>American With Disabilities Act (ADA)/Section 504 - Equity- Title IX (Students) – Office of Civil Rights (OCR) Compliance Officer</b></p>	<p><b>Title VI - Title IX (Employees) – Equal Employment Opportunity Commission (EEOC) Officer</b></p>
<p>Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1<sup>st</sup> Street, Vidalia Office 165 Phone: 912-538-3126 Email: <a href="mailto:hthomas@southeasterntech.edu">Helen Thomas</a> <a href="mailto:hthomas@southeasterntech.edu">hthomas@southeasterntech.edu</a></p>	<p>Lanie Jonas, Director of Human Resources Vidalia Campus 3001 East 1<sup>st</sup> Street, Vidalia Office 138B Phone: 912-538-3230 Email: <a href="mailto:ljonas@southeasterntech.edu">Lanie Jonas</a> <a href="mailto:ljonas@southeasterntech.edu">ljonas@southeasterntech.edu</a></p>

**ACCESSIBILITY STATEMENT**

Southeastern Technical College is committed to making course content accessible to individuals to comply with the requirements of Section 508 of the Rehabilitation Act of Americans with Disabilities Act (ADA). If you find a problem that prevents access, please contact the course instructor.

**GRIEVANCE PROCEDURES**

Grievance procedures can be found in the Catalog and Handbook located on Southeastern Technical College’s website.

**ACCESS TO TECHNOLOGY**

Students can now access Blackboard, Remote Lab Access, Student Email, Library Databases (Galileo), and BannerWeb via the mySTC portal or by clicking the Current Students link on the [Southeastern Technical College Website \(www.southeasterntech.edu\)](http://www.southeasterntech.edu).

**TECHNICAL COLLEGE SYSTEM OF GEORGIA (TCSG) GUARANTEE/WARRANTY STATEMENT**

*The Technical College System of Georgia guarantees employers that graduates of State Technical Colleges shall possess skills and knowledge as prescribed by State Curriculum Standards. Should any graduate employee within two years of graduation be deemed lacking in said skills, that student shall be retrained in any State Technical College at no charge for instructional costs to either the student or the employer.*

## GRADING POLICY

Assessment/Assignment	Percentage
Tests	25%
Activities	45%
Class Assignments	30%

## GRADING SCALE

Letter Grade	Range
A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

## ECCE 2115 Language and Literacy Fall Semester 2019 Lesson Plan

Date/Week/Due	Chapter(s)	Content	Assignments	Competency Area
Week 1 Week of August 12 <sup>th</sup> Week of August 19 <sup>th</sup>  <b>Due 8/26</b>	Chapter 8	Children and Books  Prop Box	-Read Chapter 8 -Define Vocabulary -Chapter 8 Summary (at the end of the Chapter) Complete 8-1, 8-2, 8-5 and 8-7 -Prop Box Due 11/18 <b>All Assignments Due: 8/26 (at the beginning of class)</b>	1, 2 a, b, c
Week 2 Week of August 26 <sup>th</sup>  <b>Due 9/4</b>	Chapter 9	Storytelling  Discuss Activity Plans	-Read Chapter 9 -Define Vocabulary -Chapter 9 Summary (at the end of the Chapter) Complete 9-1, 9-2, 9-4 and 9-5 -Test over Chapter 9 -Activity 1 (Storytelling) (must submit lesson plan with each activity) <b>All Assignments Due: 9/4 (at the beginning of class)</b>	1, 6 a, b, c

<b>Date/Week/Due</b>	<b>Chapter(s)</b>	<b>Content</b>	<b>Assignments</b>	<b>Competency Area</b>
<p>Week 3</p> <p>Week of September 2<sup>nd</sup> (Holiday: September 2<sup>nd</sup>)</p> <p><b>Due 9/9</b></p>	Chapter 11	Flannel Boards and Puppets	<p>-Read Chapter 11</p> <p>-Define Vocabulary</p> <p>-Chapter 11 Summary (at the end of the Chapter) Complete 11-1, 11-2, and 11-4</p> <p>-Create Flannel Board</p> <p><b>All Assignments Due: 9/9 (at the beginning of class)</b></p>	1, 2, 6 a, b, c
<p>Week 4</p> <p>Week of September 9<sup>th</sup></p> <p><b>Due 9/16</b></p>	Chapter 13	Group Time	<p>-Read Chapter 13</p> <p>-Define Vocabulary</p> <p>-Chapter 13 Summary (at the end of the Chapter) Complete 13-1, 13-2, and 13-4</p> <p>-Create Puppet Show Story</p> <p>-Test over Chapters 11 and 13</p> <p><b>All Assignments Due: 9/16 (at the beginning of class)</b></p>	1, 2 a, c
<p>Week 5</p> <p>Week of September 16<sup>th</sup></p> <p><b>Due 9/23</b></p>	Chapter 12	Speaking Goals	<p>-Read Chapter 12</p> <p>-Define Vocabulary</p> <p>-Chapter 12 Summary, Complete 12-1, 12-2, and 12-3</p> <p>-Test over Chapter 12</p> <p>-Activity 2 (Storytelling)</p> <p>-Create Puppet</p> <p><b>All Assignments Due: 9/23</b></p>	1 a, b, c
<p>Week 6</p> <p>Week of September 23<sup>rd</sup></p> <p><b>Due 9/30</b></p>	Chapter 7	Listening Skills	<p>-Read Chapter 7</p> <p>-Define Vocabulary</p> <p>-Chapter 7 Summary, Complete 7-1, 7-2, and 7-3</p> <p>-Test over Chapter 7</p> <p>-Perform Puppet Show</p> <p><b>All Assignments Due: 9/30</b></p>	1, 6 a, c
<p>Week 7</p> <p>Week of September 30<sup>th</sup></p> <p><b>Due 10/7</b></p>	Chapters 10 and 14	Poetry and Printing	<p>-Read Chapter 10 and 14</p> <p>-Define Vocabulary</p> <p>-Chapter 10 Summary, Complete 10-2, 10-3, and 10-4</p> <p>-Chapter 14 Summary, Complete 14-2, 14-3, 14-5 and 14-6</p> <p>-Test over Chapter 10 and 14</p> <p>-Activity 3</p> <p><b>All Assignments Due: 10/7</b></p>	1, 6 a, c

<b>Date/Week/Due</b>	<b>Chapter(s)</b>	<b>Content</b>	<b>Assignments</b>	<b>Competency Area</b>
<p>Week 8</p> <p>Week of October 7<sup>th</sup></p> <p><b>Due 10/14</b></p>	Chapter 1	Beginning Communication	<p>-Read Chapter 1</p> <p>-Define Vocabulary</p> <p>-Chapter 1 Summary, Complete 1-2, 1-3, and 1-4</p> <p>-Test over Chapter 1</p> <p>-Activity 4</p> <p><b>All Assignments Due: 10/14</b></p>	1, 2, 5 a, c
<p>Week 9</p> <p>Week of October 14<sup>th</sup></p> <p><b>Due 10/21</b></p>	Chapter 2	Task of the Toddler	<p>-Read Chapter 2</p> <p>-Define Vocabulary</p> <p>-Chapter 2 Summary at the end of the Chapter 2-1, 2-2, 2-3, and 2-4</p> <p>-Test over Chapter 2</p> <p>-Activity 5</p> <p><b>All Assignments Due: 10/21</b></p>	1, 2, 5 a, c
<p>Week 10</p> <p>Week of October 21<sup>st</sup></p> <p><b>Due 10/28</b></p>	Chapter 3	Preschool Years	<p>-Read Chapter 3</p> <p>-Define Vocabulary</p> <p>-Chapter 3 Summary at the end of the Chapter 3-1, 3-2, and 3-3</p> <p>-Test over Chapter 3</p> <p>-Activity 6</p> <p><b>All Assignments Due: 10/28</b></p>	1, 2 a, b, c
<p>Week 11</p> <p>Week of October 28<sup>th</sup></p> <p><b>Due 11/4</b></p>	Chapters 4-5	<p>Understanding Differences</p> <p>Achieving Language and Literacy Goals through Program Planning</p>	<p>-Read Chapters 4 and 5</p> <p>-Define Vocabulary</p> <p>-Chapter 4 Summary at the end of the Chapter 4-1, 4-5, 4-6, and 4-7</p> <p>-Chapter 5 Summary at the end of the Chapter 5-1, 5-2, 5-3, 5-4 and 5-7</p> <p>-Test over Chapters 4 and 5</p> <p>-Activity 7</p> <p><b>All Assignments Due: 11/4</b></p>	1, 3, 5, 6 a, b, c
<p>Week 12</p> <p>Week of November 4<sup>th</sup></p> <p><b>Due 11/11</b></p>	Chapter 6	<p>Promoting Language and Literacy</p> <p>Discuss Language Arts Center Assignment</p>	<p>-Read Chapter 6</p> <p>-Define Vocabulary</p> <p>-Chapter 6 Summary at the end of the Chapter 6-1, 6-2, and 6-3</p> <p>-Test over Chapter 6</p> <p>-Activity 8</p> <p>-Start Language Arts Center</p> <p><b>All Assignments Due: 11/11</b></p>	1, 4 a, b, c



<b>Date/Week/Due</b>	<b>Chapter(s)</b>	<b>Content</b>	<b>Assignments</b>	<b>Competency Area</b>
Week 13 Week of November 11 <sup>th</sup> <b>Due 11/18</b>	Chapter 16	Developing a Literacy Environment	-Read Chapter 16 -Define Vocabulary -Chapter 16 Summary at the end of the Chapter 16-1, 16-2, and 16-4 -Test over Chapter 16 -Activity 9 -Start Curriculum Web/Unit -Prop Box Due <b>All Assignments Due: 11/18</b>	1, 6 a, b, c
Week 14 Week of November 18 <sup>th</sup> <b>Due 11/25</b>	Chapters 15 and 17	Reading and Preschoolers Family Center Partnership Discuss Curriculum Web	-Read Chapters 15 and 17 -Define Vocabulary -Chapter 15 Summary at the end of the Chapter 15-2 and 15-3 and Chapter 17 Summary at the end of the Chapter 17-1, 17-2, and 17-4 -Test over Chapters 15 and 17 -Activity 10 -Continue Working on Language Arts Center Due 12/2 <b>All Assignments Due: 11/25</b>	1, 2 a, b, c
Week 15 Week of November 25 <sup>th</sup> <b>Due 12/2</b>		Wrap up and Review	-Curriculum Web -Language Arts Center <b>All Assignments Due: 12/2</b>	1, 2 a, b, c

### COMPETENCY AREAS

1. Developmental Continuum of Literacy, Acquisition, including Reading, Writing, Speaking and Listening
2. Supporting Literacy Acquisition Birth to Five years of Age
3. Supporting Literacy Acquisition in Kindergarten
4. Supporting Literacy Acquisition in Primary Grades
5. Supporting Literacy Acquisition in Children Who are Culturally and Linguistically Diverse
6. Media and Technology to Support Literacy Acquisition

### GENERAL CORE EDUCATIONAL COMPETENCIES

- a) The ability to utilize standard written English.
- b) The ability to solve practical mathematical problems.
- c) The ability to read, analyze, and interpret information.

# WRITING RUBRIC

NAME \_\_\_\_\_ DATE \_\_\_\_\_

ASSIGNMENT \_\_\_\_\_

Criteria	4	3	2	1
<b>Neatly written/typed according to directions</b>	The paper was very neatly written or typed— according to directions	The typing or handwriting was neat	The typing or handwriting was somewhat neat	The paper was lacking in the area of neatness
<b>Length</b>	The length was completely appropriate or was longer than required	The paper was within a few lines of being appropriate length	The paper was approximately $\frac{3}{4}$ as long as it should be	The paper was less than $\frac{1}{2}$ the length it should be
<b>On topic</b>	The entire paper was on topic	Most of the paper was on topic	The paper remained somewhat on topic	Half or more of the paper was not on topic
<b>Spelling/Grammar</b>	There were no more than 2 spelling errors/1 grammar error	There were no more than 3 spelling errors and/or 2 grammar errors	There were no more than 3 spelling errors and/or 3 grammar errors	There were more than 3 spelling errors and/or 3 grammar errors
<b>Main Idea(s) /Supporting Details/Cohesion</b>	The paper contained proper main idea(s), properly developed supporting ideas and was cohesive	The paper contained proper main idea(s), developed supporting ideas but was lacking in cohesion	The paper had main idea(s), poorly developed supporting ideas and cohesion was lacking	The paper did not have a proper main idea, and/or supporting details and/or cohesion

Grammar Errors: fragments, run-on sentences, subject-verb agreement...

Total points \_\_\_\_\_ X 5 = \_\_\_\_\_

Comments: