ECCE 2115 Language and Literacy
Hybrid
COURSE SYLLABUS
Fall Semester 2017 (201812)

COURSE INFORMATION

Credit Hours/Minutes: 3/3000
Class Location: Building 1 2125
Class Meets: M&W 9:00-10:00 40% On line/60% In Class
CRN: 20221
Preferred Method of Contact: kwilson@southeasterntech.edu

INSTRUCTOR CONTACT INFORMATION

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

REQUIRED TEXT

Experiences in Language Arts 11th Ed Machado ISBN 978-1-305-08893-1

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

This course is taught in a **hybrid** format. Hybrid classes require students to complete a portion of the required contact hours traditionally by attending classes on campus while completing the remaining portion online at the student's convenience with respect to the instructor's requirements. It is the student's responsibility to check their email twice a week and to contact the instructor when they are in need of additional assistance in the course.

HYBRID 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.

SPECIAL NEEDS

Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact Helen Thomas, 912-538-3126, hthomas@southeasterntech.edu, to

coordinate reasonable accommodations.

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 advise me and make appropriate arrangements with Helen Thomas, 912-538-3126, hthomas@southeasterntech.edu.

WITHDRAWAL PROCEDURE

Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% portion of the semester (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 when the student completes the withdrawal form from the course.

Students who are dropped from courses due to attendance (see your course syllabus for attendance policy) after drop/add until the 65% point of the semester will receive a "W" for the course. Abandoning a course(s) instead of following official withdrawal procedures may result in a grade of 'F' being assigned.

After the 65% portion of the semester, the student will receive a grade for the course. (Please note: A zero will be given for all missed assignments.)

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 accessed due to the withdrawal. All grades, including grades 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…)

Students will have at least one week to complete tests and assignments. All tests and assignments are due at midnight on Monday of each week. Assignments and test not received on the due date will be assigned a 0 until received. Ten points per week will be deduct points for work that is submitted late.

CRIMINAL RECORDS CHECK

National Fingerprint-Based Criminal History Background Check: All students enrolled in ECCE 1121 Practicum and ECCE 2240 Internship must undergo a fingerprint-based criminal history background check through a local Cogent Systems site and receive a Satisfactory Determination Letter from the Georgia Department of Early Care and Learning before beginning their Practicum or Internship at childcare facilities. It is the responsibility of the student to pay the fingerprint-based criminal history background check fee. Students assigned to an internship or practicum at a site that is not required to be licensed by may not be subject to the fingerprinting requirement. These students, however, may be required to meet similar or other standards established by the local board of education. *Additional standards may be established by individual site operators which must be met before a placement at a particular site for internship or practicum is finalized. The final approval

of a placement is contingent upon acceptance by the individual center/facility operator.

LIABILTY INSURANCE
All students are required to have liability insurance before they begin the semester. The insurance fee of twelve dollars should be paid in the business office.

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 Student 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" 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 and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, sex, 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 school is in compliance with Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; with the provisions of Title IX of the Educational Amendments of 1972, which prohibits discrimination on the basis of gender; with the provisions of Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap; and with the American with Disabilities Act (ADA).

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

ADA/Section 504 - Equity- Title IX (Students) - OCR Compliance Officer	Title VI - Title IX (Employees) - EEOC Officer
Helen Thomas, Special Needs Specialist Vidalia Campus	Blythe Wilcox, Director of Human Resources Vidalia Campus

ADA/Section 504 - Equity- Title IX (Students) - OCR Compliance Officer	Title VI - Title IX (Employees) - EEOC Officer
3001 East 1st Street, Vidalia Office 108 Phone: 912-538-3126 hthomas@southeasterntech.edu	3001 East 1st Street, Vidalia Office 138B Phone: 912-538-3147 bwilcox@southeasterntech.edu

GRIEVANCE PROCEDURES

Grievance procedures can be found in the Catalog and Handbook located on STC'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 STC website.

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
Test	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 1121 Early Childhood Practicum
Fall Semester 2018 lesson plan

Date/Week/Due	Chapter/Lesson	Content	Assignments	Competency Area
Week 1 8/14-21 Due 8/21	Chapter 8	Children and Books IC-Demonstrations/Discussion HY-Lecture Notes/ Research/Tests	HY-Read Ch 8 HY-Ch 8 Summary at the end of the Chapter at the end of the Chapter 8-1, 8-2, 8-5 & 8-7 IC-Write Story for published book IC-Test-chapter 8	*1, 2 **a, b, c
Week 2 8/21-28 Due 8/28	Chapter 9	Storytelling IC-Demonstrations/Discussion HY-Lecture Notes/ Research/Tests	HY-Read Ch 9 HY-Ch 8 Summary at the end of the Chapter 9-1, 9-2, 9-4 & 9-5 IC-Test-Chapter 9 HY Create a Puppet IC-Activity 1 (Storytelling)	*1, 6, **a, b, c
Week 3 8/28-9/5 Due 9/5	Chapter 11	Flannel Boards & Puppets IC-Demonstrations/Discussion HY-Lecture Notes/ Research/Tests	HY-Read Ch 11 HY-Ch 11 Summary at the end of the Chapter 11-1, 11-2, & 11-4 IC-Test-Chapter 11 IC-Create Flannel Board story and board IC-Puppet due	*1, 2, 6, **a, b, c
Week 4 9/5-11 Due 9/11	Chapter 13	Group Time IC-Demonstrations/Discussion HY-Lecture Notes/ Research/Tests	Read Ch 13 HY-Ch 13 Summary at the end of the Chapter 13-1, 13-2, & 13-4 HY/IC-Create pictures for published book IC-Test chapter 13 IC-Activity 2 (storytelling)	*1, 2 **a, c

Date/Week/Due	Chapter/Lesson	Content	Assignments	Competency Area
Week 5 9/11-18 Due 9/18	Chapter 12	Speaking Goals IC-Demonstrations/Discussion HY-Lecture Notes/ Research/Tests	HY-Read Ch 12 HY-Ch 12 Summary at the end of the Chapter 12-1, 12-2, & 12-3 IC-Test chapter 12 IC-Lay out of published book IC-Activity 3(storytelling)	*1 **a, b, c
Week 6 9/18-25 Due 9/25	Chapter 7	Listening Skills IC-Demonstrations/Discussion HY-Lecture Notes/ Research/Tests	HY-Read Ch 7 HY-Ch 7 Summary at the end of the Chapter 7-1, 7-2, & 7-3 IC-Test chapter 7 IC-Laminate published book IC-Activity 4 due	*1, 6 **a, c
Week 7 9/25-10/2 Due 10/2	Chapter 10 Chapter 14	Printing & Poetry IC-Demonstrations/Discussion HY-Lecture Notes/ Research/Tests	HY-Read Ch 10 and 14 HY-Ch 10 Summary at the end of the Chapter 10-2, 10-3, & 10-4 HY C 14 Summary at the end of the Chapter 14-2, 14-3, 14-5 & 14-6 IC-Test Chapter 10 and 14 IC-Make published book IC-Environmental Print due IC-Names written in D'Nealian IC-Print Script Activity	*1, 6 **a, c
Week 8 10/2-9 Due 10/9	Chapter 1	Beginning Communication IC-Demonstrations/Discussion HY-Lecture Notes/ Research/Tests	HY-Read Ch 1 HY-Ch 1 Summary at the end of the Chapter 1-2, 1-3, & 1-4 IC-Test Chapter 1 IC-Activity 5 (storytelling)	*1, 2, 5 **a, c

Date/Week/Due	Chapter/Lesson	Content	Assignments	Competency Area
Week 9 10/9-16 Due 10/16	Chapter 2	Task of the Toddler IC-Demonstrations/Discussion HY-Lecture Notes/ Research/Tests	HY-Read Ch 2 HY-Ch 2 Summary at the end of the Chapter 2-1, 2-2, 2-3, & 1-4 IC-Test Chapter 2 IC-Activity 6 (storytelling)	*1, 2, 5 **a, c
Week 10 10/16-23 Due 10/23	Chapter 3	Preschool Years IC-Demonstrations/Discussion HY-Lecture Notes/ Research/Tests	HY-Read Ch 3 HY-Ch 3 Summary at the end of the Chapter 3-1, 3-2, & 3-3 IC-Test Chapter 3 IC-Activity 7 (storytelling)	*1, 2 **a, b, c
Week 11 10/23-31 Due 10/30	Chapter 4 Chapter 5	Understanding Differences and Achieving Language and Literacy Goals through Program Planning IC-Demonstrations/Discussion HY-Lecture Notes/ Research/Tests	HY-Read Ch 4 and 5 HY-Ch 4 Summary at the end of the Chapter 4-1, 4-5, 4-6, & 4-7 HY C 5 Summary at the end of the Chapter 5-1, 5-2, 5-3, 5-4 & 5-7 IC-Test Chapter 4 IC-Test Chapter 5 IC-Activity 8 (storytelling)	*1, 3, 5, 6 **a, b, c
Week 12 and 13 10/30-11/13 Due 11/13	Chapter 6	Promoting Language and Literacy IC-Demonstrations/Discussion HY-Lecture Notes/ Research/Tests	HY-Read Ch 6 HY-Ch 6 Summary at the end of the Chapter 6-1, 6-2, & 6-3 IC-Test Chapter 6 IC-Activity 9 (storytelling)	*1, 4 **a, b, c

Date/Week/Due	Chapter/Lesson	Content	Assignments	Competency Area
Week 13 11/13 –20 Due 11/20	Chapter 16	Developing a Literacy Environment IC-Demonstrations/Discussion HY-Lecture Notes/ Research/Tests	HY-Read Ch 16 HY-Ch 16 Summary at the end of the Chapter 16-1, 16-2, & 16-4 IC-Test-Chapter 16 IC-Activity 10 (storytelling) IC-Start Curriculum Web/Unit IC-Prop Box due	*1, 6 **a, b, c
Week 14 and 15 11/20-27 Due 11/27	Chapter 15 & 17	Reading and Preschoolers and Family Center Partnership IC-Demonstrations/Discussion HY-Lecture Notes/ Research/Tests	HY-Read Ch 15 and 17 HY-Ch 15 Summary at the end of the Chapter 15-2 & 15-3 HY Ch 17 Summary at the end of the Chapter -17-1, 17-2, & 17-4 IC-Test Chapter 15 & 17 IC-Work on Curriculum Web/Unit IC-Smart Board Activity IC-Test Chapter 115 & 17 IC-Curriculum Web/Unit due IC-Language Arts Center	*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.

Puppet Activity Evaluation Rubric

Student's Name	Date of Activity	
6 points	8 points	10 points
Student did not sign up with instructor.	Student signed up with instructor the day of the activity.	Students signed up with instructor 2 or more days in advance.
Student was not prepared, disorganized, did not have enough for every child to participate	Student was mostly prepared, , and had most materials, some children allowed to participate	Student was well prepared and organized, had enough materials for all children to participate
Student started without essential question.	Student presented activity closed ended question.	Student started with open ended essential question.
Instructions were confusing for children. Students should have practiced activity. Activity was too long/short	Children were given instructions. Student has practiced activity and plenty of time to complete activity	Presentation of activity was developmentally appropriate by addressing the individual needs of children
Student was sluggish/no energy	Student displayed some energy	Student was enthusiastic and energetic
Children were not interested in activity	Children were interested in activity	Children's interest in activity was heightened
Student did not follow plans, Student had few/poor plans	Student followed some of their plans, but not all, Student has some good ideas	Student followed plans exactly, Excellent ideas/creative
Activity not suitable for age group or not theme related	Activity suitable for age group, DAP and is theme related	Activity is very appropriate for age group, and is theme related
Did not clean-up materials	Cleaned-up materials	Cleaned-up. Left room and children ready for next activity
Children were out of control and did not learn.	Children were listening. Student needed some limited assistance from teacher.	Good classroom management skills. Student needed no assistance from teacher.

Comments:
 Did student make own puppet?

Did puppets move and were active during puppet show?

Teacher Signature _____Date _____

Flannel Activity Evaluation Rubric

Student's Name	Date of Activity

6 points	8 points	10 points
Student did not sign up with instructor.	Student signed up with instructor the day of the activity.	Students signed up with instructor 2 or more days in advance.
Student was not prepared, disorganized, did not have enough for every child to participate	Student was mostly prepared, , and had most materials, some children allowed to participate	Student was well prepared and organized, had enough materials for all children to participate
Student started without essential question.	Student presented activity closed ended question.	Student started with open ended essential question.
Instructions were confusing for children. Students should have practiced activity. Activity was too long/short	Children were given instructions. Student has practiced activity and plenty of time to complete activity	Presentation of activity was developmentally appropriate by addressing the individual needs of children
Student was sluggish/no energy	Student displayed some energy	Student was enthusiastic and energetic
Children were not interested in activity	Children were interested in activity	Children's interest in activity was heightened
Student did not follow plans, Student had few/poor plans	Student followed some of their plans, but not all, Student has some good ideas	Student followed plans exactly, Excellent ideas/creative
Activity not suitable for age group or not theme related	Activity suitable for age group, DAP and is theme related	Activity is very appropriate for age group, and is theme related
Did not clean-up materials	Cleaned-up materials	Cleaned-up. Left room and children ready for next activity
Children were out of control and did not learn.	Children were listening. Student needed some limited assistance from teacher.	Good classroom management skills. Student needed no assistance from teacher.

Comments:

Did student make own puppet?

Did puppets move and were active during puppet show?

Teacher Signature _____Date _____

Published Book Rubric

Name _____   Title of Book _____

Grade:

Grading Criteria	10	8	6	4
Organization	Very well organized; One idea or scene follows another in a logical sequence with clear transitions; flows & makes logical sense.	Pretty well organized; One idea or scene may seem out of place; clear transitions are used; flows & makes some sense.	Little hard to follow; transitions are sometimes not clear; story is somewhat confusing; not very logical; unnecessary wording/plot.	Ideas and scenes seem to be randomly arranged; story is very confusing; difficult to read and understand; does not make sense.
Spelling/punctuation	No spelling or punctuation errors; character & place names that the author invented are spelled consistently throughout.	One spelling or punctuation error.	2-3 spelling and punctuation errors.	More than 3 spelling and punctuation errors.
Solution/Resolution	The solution to the character's problem is easy to understand & is logical; no loose ends; clear beginning & end.	The solution to the character's problem is easy to understand & is somewhat logical; has a beginning and/or end.	The solution to the character's problem is hard to understand; beginning and/or ending not very clear.	No solution is attempted or it is impossible to understand; beginning or ending not clear.
Creativity	Contains many creative details and/or descriptions that contribute to the reader's enjoyment; author has really used his imagination.	Contains a few creative details and/or descriptions that contribute to the reader's enjoyment; the author has used his imagination.	Contains a few creative details and/or descriptions, but they distract from the story; the author has tried to use his imagination.	Little evidence of creativity in the story. The author does not seem to have used much imagination.
Action	Several action verbs (active voice); the story seems exciting!	Several action verbs are used; the word choice doesn't make the story as exciting as it could be.	A variety of verbs (passive voice) are used but not in a very exciting way.	Little variety seen in the verbs that are used; the story seems a little boring.

Dialogue	Appropriate amount of dialogue to bring the characters to life and it is always clear which character is speaking.	There is too much dialogue in this story, but it is always clear which character is speaking.	There is not quite enough dialogue in this story, but it is always clear which character is speaking.	It is not clear which character is speaking.
Problem/Conflict	It is very easy for the reader to understand the problem the main characters face and why it is a problem.	It is fairly easy for the reader to understand the problem the main characters face and why it is a problem.	It is fairly easy for the reader to understand the problem but it is not clear why it is a problem.	It is not clear what problem the main characters face.
Illustrations	Artistic, colorful, neat and relate to the text on the page.	Somewhat colorful, attractive, and relate to the text on the page.	Little color, confusing, somewhat relate to the text on the page.	Illustrations are not present OR little to no color, do not relate to text.
Character	The main characters are named and clearly described in text as well as pictures.	The main characters are named and described. Most readers would have some idea of the characters.	The main characters are named. The reader knows very little about the characters	It is hard to tell who the main characters are.
Title	Title is creative, sparks interest and is related to the story and topic.	Title is related to the story and topic.	Title is present, but does not appear to be related to the story.	No title.