



**Language & Literacy/
ECCE 2115
COURSE SYLLABUS
Summer Semester 201716**

Semester: Summer I 201716
Course Title: Language & Literacy
Course Number: ECCE 2115
Credit Hours/ Minutes: 3 / 3000
Class Location: Main 314
Class Meets: 9:45-12:30 MW
CRN: 60164

Instructor: Karen Bush
Email Address: kbush@southeasterntech.edu
Office Location: Main 317
Office Hours: MT 1:30-4:30, W 7:30-8:30 a.m. & 1:00-3:00 p.m.
Phone: 912-538-3256
Fax Number: 912-538-3156
Preferred Method of Contact: kbush@southeasterntech.edu

REQUIRED TEXT: Early Childhood Experiences in Language Arts 11th Edition by Jeanne M. Machado

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. Note: Although students can use their smart phones and tablets to access the online portion of their course(s), exams, discussions, assignments, and other graded activities should be performed on a personal computer. Neither BLACKBOARD nor GVTC provide technical support for issues relating to the use of a smart phone or tablet so students are advised to not rely on these devices to complete the online portion of the course.

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 1130

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: Students are expected to complete all work required by the instructor. Unannounced quizzes/assignments may be given. Students that miss an unannounced quiz or

assignment will receive a grade of 0. Any quizzes given during the semester will be averaged together to arrive at one grade for the semester. **Students are expected to complete all tests and assignments by the due dates. The cut-off is midnight of each assigned week. ASSIGNMENTS WILL NOT BE ACCEPTED LATE FOR THIS CLASS. THIS INCLUDES BOOK WORK AND/OR TESTS. IF WORK IS NOT COMPLETED BY THE DUE DATE, A GRADE OF ZERO WILL BE GIVEN.**

ATTENDANCE GUIDELINES: 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 assessed 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...): Failure to take tests/quizzes will result in a grade of zero. If Internet or browser failure occurs while taking an exam, contact instructor immediately. A decision will be made at that time if the exam will be reset. The instructor reserves the right to deduct points from exam scores for exceeding the scheduled time limit on the exams and/or requiring student to come to campus to take the exam. **Makeups are not allowed for unannounced quizzes/assignments.**

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:

--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.

--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.

--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 second 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 3001 East 1 st Street, Vidalia Office 108 Phone: 912-538-3126 hthomas@southeasterntech.edu	Blythe Wilcox, Director of Human Resources Vidalia Campus 3001 East 1 st 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 at www.southeasterntech.edu.

GRADING POLICY GRADING POLICY

25%---Test & Quizzes
45%---Activities/assignments
30%---Book Log

GRADING SCALE

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

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.*

Date	Chapter/ Lesson	Content	Assignments Tests Due Dates Student- Read each week's assignments to find out what you need to do to be prepared for class. The due date is next to the assignment. Assignments are to be completed before class begins.	*Competen cy Area **General Education Competency
5/17 9:45- 12:30	Chapter 8	<p>*Review syllabus and policies/procedures. *Discuss Portfolio for internship and book log of 30 books for ECCE2115. *Demonstration/Discussion from Chapter 8 including book log genres (fig. 8-3) and selection/reading of a book. (voice inflection, turning pages, showing pictures, questioning, building and sustaining interest...)</p> <p>GELDS Handout – Compare and contrast language and literacy strands and standards 0-12, 12-24,24-36, 36-48,48-60 months (www.gelds.decal.ga.gov)</p>		*1, 2 **a, b, c
Week 1 Class meets 5/22 and 5/24	Chapter 8 Chapter 9	<p>Children and Books Storytelling demonstrations/discussions/notes chapter 8, Chapter 9 summary</p> <p>Discuss digital resources and compare/contrast methods of utilization.</p> <p>Vote on a target theme for curriculum focus and lesson plan development such as family, feelings, friendship.</p>	<p>5/22 Read chapter 8 and complete study guide. Read chapter 9 summary. 5/24 Select a book for young children. Practice reading it and bring it to class. Be prepared to introduce and read the book to the class. (See the reading book rubric categories 1-5.)</p>	*1,2,3,4,6 **a,c
5/29		Memorial Day Holiday		

<p>Week 2 Class meets 5/31</p>	<p>Chapter 11</p>	<p>Language Growth Through Flannel boards, puppetry, and dramatization</p> <p>discussion/notes/review chapter11 *Explore digital resources for flannel board resources/props. * Begin work on theme-related flannel board story in class.</p>	<p>5/31 Read chapter 11 and complete study guide.</p>	<p>*1,2,3,6 *a,b,c,d</p>
<p>Week 3 Class meets 6/5 and 6/7</p>	<p>Chapter 12 Chapter 13</p>	<p>Speaking Goals and Group Times</p> <p>Class time will be provided to work on assignments.</p> <p>Demonstrations/discussions/notes</p>	<p>6/5 Read chapters 12,13 *Complete take home test over chapters 8-9, 11-13</p> <p>6/7 Write a lesson plan with a book and activity, and prepare all necessary materials for reading and teaching it to the class. Learn a fingerplay and prepare to teach it to the class too. Think about the chosen theme as you make choices about your lesson and prepare for it.</p> <p>* Complete flannel board story and props if unfinished.</p> <p>*Work on book log. You should have at least 20 completed by 6/12.</p>	<p>*1,2,3,4 **a,c,d</p>
<p>Week 4 Class meets 6/12 and 6/14</p>	<p>Chapter 7 Chapter 10</p>	<p>Developing Listening skills and Poetry</p> <p>demonstrations/discussions/notes</p> <p>Do Sit down/stand up activity with instructor leading on p. 208 and interactive poetry/songs presented in chapter 10 and reemphasized online.</p>	<p>6/12 *Read Chapters 7 and 10 *Be prepared for lesson presentation (A copy of the plan and rubric must be turned in before teaching.)</p>	<p>*1,2,3,4,5,6 **a,c,d</p>

		Review online resources.	*6/14 continue presentations if needed	
Week 5 Class meets 6/19 and 6/21	Chapter 1 Chapter 2	Beginning Communication Toddler Communication demonstrations/discussions/notes In class work on revisions of self-written and illustrated book due on 6/28. It can be funny or serious. See Rubric for grading. You will read your book to the class on 6/28.	6/19 Read chapters 1 and 2 Complete study guide. 6/21 Begin writing book, and working on lesson plan for it. Bring draft of self-written book and lesson plan to class.	*1,2 **a,c
Week 6 Class meets 6/26 and 6/28	Chapter 3	Preschool Communication demonstrations/discussions/notes	*6/26 Read chapter 3 and 15 complete study guide 6/28 Book Due Today- Read the Children's book that you wrote. Turn the book and lesson plan in. Remember to practice your lesson. (See Rubric.)	*1,2 **a,c
July 3-5		HOLIDAYS		
Week 7 Class meets 7/10 and 7/13	Chapter 5	Understanding differences demonstrations/discussions/notes	7/10 Read chapter 5 Complete Study guide 7/13 *Bring a children's book to share with the class that helps promote acceptance of differences in other's. Be prepared to summarize the book and share a favorite	*1, 5, **a,c

			part of the book. You will not need to read the entire book. Just be able to explain why you feel the book promotes respect of diversity or understanding of differences.	
Week 8 Class meets 7/17 and 7/19	Chapter 15 Chapter 16	Developing a print rich environment Demonstrations/discussions/methods / Materials Handwriting activity in class	7/17 Read chapters 15 and 16. 7/19 environmental print due (3 examples)	*1,2,3,4,5,6 **a,c
Week 9 Class meets 7/24 and 7/26		Sharing of lesson plans , digital resources etc.	7/24 Final date for book log to be turned in. 7/26 Final test (chapters 1,2,3,5,7,10,15,16)	**1,2,3,4,5,6 **a,c,d

****NOTE** This document is provided to assist in elements to include in the lesson plan. You will be provided with an alternate lesson plan template.

Language Arts Lesson Plan Form:

Name: _____ Date :

Objective:

Standard: (GELDS or Common
Core) _____

Materials Needed:

Open-ended questions to use at the beginning of the lesson.

Open-ended question(s) to use at the beginning of the lesson.

Procedures: (use as many as needed)

Step 1: Introduction- Hook (to get students interested in your lesson):

Step 2:

(use as many steps as necessary)

Step 3. Concluding

Activity: _____

Each step must have every detail....write as if someone else will be teaching your plan.

WRITING RUBRIC: NAME _____

DATE _____

CLASS _____
 time? Y N _____

(Revised 4-0)

Turned in on _____

	4	3	2	1
Neatly written/typed according to directions	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
Length	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
On topic	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
Spelling/Grammar	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
Main Idea(s) /Supporting Details/Cohesion- -PARAGRAPHS	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

Total points _____ X 5 = _____

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

Comments:

RUBRIC FOR WRITING OWN CHILDREN'S BOOK

Name _____ date _____

	4	3	2	1
NUMBER OF PAGES	The book contains at least 10 pages—not including covers	The book contains at least 9 pages—not counting covers	The book contains at least 8 pages	The book contains at least 7 or less pages
DEVELOPMENT OF CHARACTERS	The book must have at least 3 well-developed main characters	The book has at least 2 well-developed main characters	The book has at least 1 well-developed main characters	The book has no well-developed main characters
STORY CONTAINS A PROBLEM	The book includes a problem that young children can totally relate to	----- ----	----- -----	The book does not include a problem that children can relate to.
STORY CONTAINS A SOLUTION TO THE PROBLEM	The book contains a valid solution to the problem	----- -----	----- -----	The book does not contain a valid solution to the problem
SELF-DRAWN ILLUSTRATIONS (only having a stick person is not detailed)	There are at least 7 hand-drawn detailed illustrations	There are at least 6 hand-drawn detailed illustrations	There are at least 5 hand-drawn detailed illustrations	There are less than 5 hand-drawn detailed illustrations
AGE APPROPRIATE (2-8)	The book is totally age appropriate (from 2-8 years old)	----- -----	----- -----	The book is not appropriate for young children.
SPELLING/GRAMMAR	No more than 2 spelling or grammar errors	No more than 3 spelling/grammar errors	No more than 5 spelling/grammar errors	More than 6 grammar/spelling errors
TYPED	The book is typed.	----- -----	----- --	The book is not typed.
NEAT	The book is totally neat with no erasures or areas with whiteout.	The book is mostly neat with no more than 2 erasures or areas with whiteout.	The book is somewhat neat with no more than 3 erasures or areas with whiteout.	The book is contains more than 4 erasures or areas with whiteout.

One example of HOW TO INTRODUCE A BOOK TO CHILDREN.....

For example, *Henny Penny* (Galdone, 1968) is about a hen who mistakenly believes that a piece of sky has FALLEN on her head. She is so upset by this event that she acts foolishly and rushes to tell the king about this occurrence. She does not recognize the danger posed by the fox when he invites her and her friends to take a short cut right into his cave (the actual problem of the story, which only readers and not the characters realize). In order to construct a three- or four-sentence introduction we either explicitly state or strongly imply the main problem of the story. For example, to introduce Henny Penny we might say,

In this story you are going to meet a silly, foolish hen who makes a big mistake. She thinks a catastrophe, a really bad disaster, is about to happen and runs to tell the king about it. A lot of her friends believe her mistake, and they all get in trouble because they are so silly.

From

<http://www.readingrockets.org/article/16287/#techniques>

Other activities boost the value of reading aloud to young children. For example, research has demonstrated that the following activities increase comprehension and language development: inviting preschoolers and kindergartners to retell or dramatize stories (Cornell, Sénéchal, & Brodo, 1988; Pellegrini & Galda, 1982); reading several books on a similar topic and inviting children to play with objects related to the concepts or characters introduced in these books (Rowe, 1998; Wasik & Bond, 2001); reading a book repeatedly (Crago & Crago, 1976); inserting short definitions for some words while reading aloud (Collins, 2004; Elley, 1989); and encouraging children to use these same words when they answer questions, discuss book events, (Hargrave & Sénéchal, 2000; Robbins & Ehri, 1994), or describe illustrations (Reese & Cox, 1999). Thus, effective interactive read-alouds include a systematic approach that incorporates teachers' modeling of higher-level thinking, asking thoughtful questions calling for analytic talk, prompting children to recall a story in some way within a reasonable time frame, reading a single book repeatedly, and reading books related by topic. It also involves a systematic approach to developing children's understanding of vocabulary, such as inserting short definitions of words and phrases during reading.

READING A BOOK TO CLASS AND TEACHING A LESSON ON THE BOOK RUBRIC:

Name _____ Assignment: _____

Date _____ On Time? Y N _____

	4	3	2	1
Proper/Varied Voice Inflection	Reader uses proper/varied voice inflection throughout entire book	Reader uses proper/varied inflection during most of the book	Reader uses proper/varied voice inflection during at least half of the book	Reader uses proper/varied voice inflection for less than half of the book
Prepared/Rehearsed	Obvious that the reader was totally prepared and rehearsed	The reader was somewhat prepared/rehearsed	The reader was partly prepared/rehearsed	The reader was not prepared/rehearsed
Proper Holding/Displaying of Book	Reader held book appropriately and displayed every page to students	Reader held book mostly appropriately and displayed most pages to students	Reader held book appropriately at times and displayed some pages to students	Reader did not hold book appropriately or display pages to students
Introduce book	The introduction was extremely interesting for young children.	The introduction was interesting to young children.	The introduction was somewhat interesting to young children.	The introduction was not interesting for young children.
Appropriate for children	The book was totally appropriate for young children	-----	-----	The book was not appropriate for young children
Lesson Plan	Complete lesson plan was turned in prior to reading of book	-----	-----	Complete lesson plan was not turned in prior to reading of book
On TOPIC	The book was on the specified topic for the week	-----	-----	The book was not on the specified topic
LESSON ACTIVITY	The lesson activity was exceptionally well planned and all materials were ready for class			The lesson activity was not well planned and or all materials were not ready for the class

TOTAL POINTS _____ X _____ = _____ (final grade)

