

ACC Child Care & Development Dept.
CDEC 1456-Emergent Literacy
Master Syllabus

Course Description: CDEC 1456 is an exploration of principles, methods and materials for teaching young children language and literacy through a play-based integrated curriculum. Three hours of per week of supervised fieldwork with young children is required. This course is only offered in Spring Semesters. (Formally CDP1564) (4-3-3)

Prerequisites: CDEC/TECA 1311 and CDEC/TECA 1354 and CDEC 1413 or concurrent enrollment in CDEC 1413; and DEVR 0303 and DEVW 0403 or satisfactory score on appropriate placement test.

Co-requisite: DEVR 1303 or DEVW1403 or satisfactory score on appropriate placement test.

Required Textbooks: Current Edition of *Early Childhood Experiences in Language Arts*, Machado

NAEYC Standards:

All coursework in ACC's Child Development Department include student learning opportunities and outcomes that address the National Association for the Education of Young Children's Standards for Early Childhood Professional Preparation in Associate Degree Programs. The Standards intentionally cover areas of professional preparation that are required to be sure that all young children will receive the kind of early education they need and deserve. Following are the Standards which are included in your coursework:

STANDARD 1: Promoting Child Development And Learning

1a: Knowing and understanding young children's characteristics and needs

1b: Knowing and understanding the multiple influences on development and learning

1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

STANDARD 3: Observing, Documenting, And Assessing To Support Young Children And Families

3a: Understanding the goals, benefits, and uses of assessment

3b: Knowing about and using observation, documentation, and other appropriate assessment tools

STANDARD 4: Teaching And Learning

4a: Knowing, understanding, and using positive relationships and supportive interactions

4b: Knowing, understanding, and using effective approaches, strategies, and tools for early education

4c: Knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines

4d: Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes

Course Objectives: The student will define literacy and emergent literacy; analyze various theories of language development; and describe the teacher's role in promoting emergent literacy. The student will create literacy environments for children; and select and share appropriate literature with children.

1. Define literacy and emergent literacy.
 - a. Summarize brain development at it relates to emergent literacy.
 - b. Contrast theories of early literacy development.
 - c. Discuss the elements of emergent literacy.
 - d. Discuss processes related to emergent literacy.
 - e. Discuss the interrelatedness of speaking, listening, reading and writing.

2. Analyze various theories of language development.
 - a. Discuss theories of language development.
 - b. Outline developmental milestones of language development/ communication of children.
 - c. Describe the development of second language learning.

3. Describe the teacher's role in promoting emergent literacy.
 - a. Outline the roles of the teacher in promoting emergent literacy.
 - b. Explain how the teacher can integrate the children's cultures into meaningful literacy experiences.
 - c. Analyze literacy materials for bias.
 - d. Discuss strategies for adapting literacy materials for children with special needs.
 - e. Describe how assessment information can be used to plan developmentally appropriate learning activities.
 - f. Discuss how the teacher can philosophically and physically integrate technology to support literacy development in the curriculum.

4. Create literacy environments for children.
 - a. Analyze cultural influences on the literacy environment.
 - b. Incorporate literacy in all classroom centers.
 - c. Design environments that are print-rich and offer children real-life and meaningful opportunities to develop skills and positive attitudes toward literacy.
 - d. Provide opportunities with print in varied and meaningful contexts (e.g., listening to and retelling stories, engaging in "writing").
 - e. Make literacy materials to use in early childhood programs.

5. Select and share appropriate literature with children.
 - a. Analyze criteria for choosing activities and materials appropriate for each age group.
 - b. Use a variety of techniques (puppets, dramatization, flannel boards, storytelling, finger plays, poetry, rhymes, riddles, songs, pictures, and computers) to promote literacy.
 - c. Use a variety of developmentally appropriate books and other forms of print to promote literacy.
 - d. Read informally and frequently to children throughout the day.

Scans Competencies: CDEC 2326 addresses seven SCANS competencies. Students will have multiple opportunities to: identify, organize, plan and allocate resources (**Resources**); acquire and use information (**Information**); work with others (**Interpersonal**); understand complex interrelationships (**Systems**); read, write, perform mathematical operations, listen and speak to groups (**Basic Skills**); think creatively, make decisions, solve problems, visualize, use varied learning techniques, analyze underlying principles of relationships and ethics (**Thinking Skills**); display responsibility, self-esteem, sociability, self-management, integrity and honesty (**Personal Qualities**).

Course and Lab Policies and Requirements:

Lab Policy: This course requires 3 hours of regularly scheduled lab (field experiences) each week for a total of 39 hours for the semester. Students must complete 20 hours to receive credit for this course. Lab experiences may be completed at the ACC Lab School or the student's place of employment, if appropriate. Students completing their labs at their workplace are encouraged to complete at least 1/3 of their lab experiences at the ACC Lab School.

To be eligible to participate in field experiences, you must meet the eligibility criteria of the Child Development's Eligibility for Field Experiences Policy. The Child Development Department's policy reflects the standards established by both:

- the Texas Department of Family and Protective Services, which is explained in the catalog and on the "Austin Community College Children's Lab School Criminal Conviction Statement for Child Development Lab Students",
- and criteria set by the Austin Independent School District for volunteer eligibility which prohibits anyone with a felony within the last five years for offenses involving moral turpitude (acts that are generally considered morally or ethically wrong, including crimes that involve dishonesty, fraud, deceit, theft, misrepresentation.)

You must complete all required hours to receive credit for this course.

Course Grading Lab Pass Statement: To successfully pass this course you must pass lab. If you do not receive a passing evaluation from your Lab School supervising teacher or from me, you may not pass the course. You may be asked to withdraw, receive an "F" or be asked to continue working on lab competencies for this course. All of this is explained in more detail on your handouts: "Procedure for Assisting Child Development Students to Improve Their Lab Practice" and the "Child Development Department Lab and Field Work Agreement".

To successfully complete the lab portion of this course, you are expected to:

- demonstrate the behaviors required in *Minimum Standards for Licensed Child Care Centers* and noted on the "Child Development Department Lab and Field Work Agreement"
- demonstrate the competencies discussed in your "Lab Expectations Handout"
- follow the policies of your lab placement site

Attendance: Each instructor will establish an attendance policy. Students must adhere to the attendance policy as stated in the individual course syllabus.

Withdrawals: Students may withdraw anytime prior to the "last day to withdraw" date listed on the current ACC semester calendar. Child development instructors may choose to withdraw a student if the student does not meet the course requirements; see the instructor's syllabus for more information.

Incompletes: An incomplete may be assigned only if the student is making satisfactory progress and has completed at least half of the tests, assignments and fieldwork.

Reading and Writing Requirements: This course requires that students have successfully completed the Fundamentals of Reading (DEVR 0303) and the Fundamentals of Writing (DEVW 0403) or obtained a satisfactory score on an appropriate placement test. To remain in this course, you must be concurrently enrolled in Reading Skills I (DEVR 1303) and Writing Skills I (1403) or have obtained a satisfactory score on an appropriate placement test.

Legible Assignments: I expect all assignments to be written in complete sentences and to contain understandable paragraphs. Work that does not reflect these expectations will be returned to you for correction. The ACC Labs are wonderful resources and the Lab tutors will help you be sure that your assignments meet these expectations.

Professional Ethics: You are expected to maintain professional ethics while in this course. Careful adherence to NAEYC's Professional Code of Ethics when dealing with families, children, colleagues and supervising teachers is mandatory. Information about the Code of Ethics is available on NAEYC's website at www.naeyc.org. In addition, classroom discussions and all written work must reflect our commitment to maintaining issues of confidentiality for all children and families who allow our observations.

Scholastic Dishonesty: ACC's Scholastic Dishonesty Policy is stated in the Student Handbook: "Acts prohibited by the College for which discipline may be administered include scholastic dishonesty, including but not limited to cheating on an exam or quiz, plagiarizing, and unauthorized collaboration with another in preparing outside work. Academic work submitted by students shall be the result of their thought, research or self-expression. Academic work is defined as, but not limited to tests, quizzes, whether taken electronically or on paper; projects, either individual or group; classroom presentations, and homework." Failure to comply with this policy will result in loss of course credit for the assignments and may result in withdrawal from this course.

Electronic Technology: During all tests, please be sure that all electronic technology like cell phones, PDA's, etc., are turned off. Doing this prevents any misunderstanding about the use of the equipment for obtaining test information.

Students with Disabilities: The Student Handbook states that: "Each ACC campus offers support services for students with documented physical or psychological disabilities. Students with disabilities must request reasonable accommodations through the Office for Students with Disabilities on the campus where they expect to take the majority of their classes. Students are encouraged to do this three weeks before the start of the semester." The Office for Students with Disabilities for Eastview can be reached at 223-4159; Rio Grande has a TTY, 223-9000.

Student Freedom of Expression: Each student is strongly encouraged to participate in an open dialog. In any instructional situation that includes critical thinking, there are bound to be many differing viewpoints. These differences enhance the learning experience and create an atmosphere encouraging us to think and learn. I do expect that we respect the views of each other even if they differ substantially on volatile and sensitive topics.