PELLISSIPPI STATE COMMUNITY COLLEGE
MASTER SYLLABUS
LANGUAGE AND LITERACY IN EARLY CHILDHOOD
ECED 2380

Class Hours: 3.0
Laboratory Hours: 0.0
Credit Hours: 3
Revised: Fall 2014

Note: This course is not designed for transfer credit.

Catalog Course Description:
A study of research-based principles and practices for providing children from birth through age 8 with a strong foundation in language and literacy, using a developmentally appropriate approach. Field experience is required.

Entry Level Standards:
Must be able to read and write at the college level.

Prerequisites:
ECED 2315

Textbook(s) and Other Course Materials:
Web sites as assigned

I. Week/Unit/Topic Basis:

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<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Beginnings of Communication</td>
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<td>2</td>
<td>Communication Development</td>
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<td>3</td>
<td>Communication Development</td>
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<td>4</td>
<td>Oral Language</td>
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<td>5</td>
<td>Learning the code of language</td>
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<td>6</td>
<td>Literacy through play</td>
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<td>7</td>
<td>Emergent Literacy</td>
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<td>8</td>
<td>Cultural and linguistic diversity</td>
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<td>9</td>
<td>Reading Environment</td>
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<td>10</td>
<td>The essential role of intentional teaching</td>
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<td>11</td>
<td>Promoting Language and Literacy</td>
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<tr>
<td>12</td>
<td>Storytelling</td>
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<tr>
<td>13</td>
<td>Motivating children to read</td>
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<td>14</td>
<td>Partnering with families</td>
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<tr>
<td>15</td>
<td>Final Exam period</td>
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II. Course Goals*:
A. Description of the concept of a developmental continuum for early reading and writing. (4c)
B. Demonstration of effective strategies for involving families in supporting language and literacy in young children. (2c)
C. Learn use of informal tools for assessing children’s language development and literacy learning. (3b)
D. Planning and implementation of learning experiences to support development in the following areas: listening and understanding, speaking and Communicating, phonological awareness, book knowledge and appreciation, print awareness and concepts, early writing, and alphabet knowledge. (5a, 5c)

*Numerals after course goals reference goals of the ECED program which are based on NAEYC Associate Degree
Standards

**NAEYC Associate Degree Standards:**
The following standards are addressed in this course:

**Standard 2: Building Family and Community Relationships**
2c. Involve families and communities in their children’s development and learning

**Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families**
3b. Know about and use observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment, and data collection

**Standard 4: Using Developmentally Effective Approaches**
4c. Use a broad repertoire of developmentally appropriate teaching/learning approaches

**Standard 5: Using Content Knowledge to Build Meaningful Curriculum**
5a. Understand content knowledge and resources in academic disciplines
5c. Use own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child

III. Student Learning Outcomes*:
Upon successful completion of this course, the student should be able to:

1. Describe the concept of a developmental continuum for early reading and writing. (4c)
2. Demonstrate effective strategies for involving families in supporting language and literacy in young children. (2c)
3. Use informal tools for assessing children’s language development and literacy learning. (3b)
4. Plan and implement learning experiences to support development in the following areas: listening and understanding, speaking and communicating, phonological awareness, book knowledge and appreciation, print awareness and concepts, early writing, and alphabet knowledge. (5a, 5c)

*Numerals after Student Learning Outcomes reference NAEYC Associate Degree Standards

IV. Evaluation:

A. Assessment Procedures:
   Students will complete regular assessments (projects, exams, papers, journals, research, presentations) to test their knowledge of early childhood practices and theories.

B. Field Work:
   Students will observe and assess an early childhood education environment or a child that is a part of an early childhood education environment.

C. Other Evaluation Methods:
   As determined by the instructor.

V. Policies:

A. Attendance Policy:
   Pellissippi State expects students to attend all scheduled instructional activities. As a minimum, students in all courses (excluding distance learning courses) must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course. Individual departments/programs/disciplines, with the approval of the vice president of Academic Affairs, may have requirements that are more stringent. In very specific circumstances, an appeal of the policy may be addressed to the head of the department in which the course was taken. If further action is warranted, the appeal may be addressed to the vice president of Academic Affairs.

B. Academic Dishonesty:
   Academic misconduct committed either directly or indirectly by an individual or group is subject to disciplinary action. Prohibited activities include but are not limited to the following practices:
   - Cheating, including but not limited to unauthorized assistance from material, people, or devices when taking a test, quiz, or examination; writing papers or reports; solving problems; or completing academic assignments.
   - Plagiarism, including but not limited to paraphrasing, summarizing, or directly quoting published or unpublished work of another person, including online or computerized services, without proper documentation of the original source.
   - Purchasing or otherwise obtaining prewritten essays, research papers, or materials prepared by another person or agency that sells term papers or other academic materials to be presented as one’s own work.
   - Taking an exam for another student.
   - Providing others with information and/or answers regarding exams, quizzes, homework or other classroom assignments unless explicitly authorized by the instructor.
• Any of the above occurring within the Web or distance learning environment.

Please see the Pellissippi State Policies and Procedures Manual, Policy 04:02:00 Academic/Classroom Conduct and Disciplinary Sanctions for the complete policy.

C. Accommodations for disabilities:

Students that need accommodations because of a disability, have emergency medical information to share, or need special arrangements in case the building must be evacuated should inform the instructor immediately, privately after class or in her or his office. Students must present a current accommodation plan from a staff member in Disability Services (DS) in order to receive accommodations in this course. Disability Services may be contacted by sending email to disabilityservices@pstcc.edu, or by visiting Alexander 130. More information is available at http://www.pstcc.edu/sswd/.