Northampton Community College  
Course Title: Language and Literacy in Early Childhood  
Syllabus

Semester: Spring 2015  
Instructor: Dr. Annette M. Bruno  
Course: EARL 216-01  
Office: 233 Kopecek Hall  
Office Hours: MWF 12-1 (233 KOPE)  
TU- 5-6 (in Reibman Hall-102)

Day / Time: Tuesdays 6-8:45 PM

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COURSE DESCRIPTION:
Students learn literacy standards and stages of children’s language development within the context of cultural, linguistic and ability diversity. They learn about children’s use of language for representing and constructing meaning within the Art as a Way of Learning (AWL) framework. Students create and implement standards-based literacy learning experiences and environments using evidence based practices emphasizing Universal Design for Learning. Students assess children’s learning and build reciprocal partnerships with families and professionals; they use community resources to support children’s language and literacy growth and development.

Requires 20 hours of (2 hours /week) field experiences (labs) in programs serving children Pre-K to Grade 4. Early childhood programs must be a licensed family, group, center, Head Start, faith-based, pre-k or nursery school setting. Additional course fees: $10.00.

Child Abuse Registry, Criminal Background Check, and FBI clearances are required.

Video/ DVD documentation of student teaching required (online students only).

PREREQUISITES: EARL106 and EARL107

TOTAL CREDITS: 3  
LECTURE HOURS: 2  
LAB HOURS: 2

This course is designed to promote student learning in relation to the standards and supportive skills outlined by the National Association for the Education of Young Children (NAEYC). The program standards define what you will know and be able to do when you graduate from the program. What you learn in each class and the assessment of your learning is linked directly to the six standards.
EARN 216 Learning Outcomes

Course Learning Outcome 1: Promoting Child Development and Learning
Students explain, analyze and apply evidence-based knowledge of children’s language and literacy development and the uniqueness of each child’s expression of learning based on multiple interacting influences to create safe, healthy, respectful, and inclusive learning environments that provide responsive, developmentally appropriate, and arts-integrated learning opportunities.

Student Learning Outcomes:
1a. Explain and analyze each child’s characteristics and needs for language and literacy development and learning.
1b. Explain and analyze multiple influences including cultural, linguistic, ability diversity that result in the uniqueness of each child’s language and literacy development and learning.
1c. Apply evidence-based knowledge of developmental characteristics and multiple influences to create safe, healthy, respectful, inclusive, and aesthetic arts integrated environments and opportunities that support each child’s language and literacy development and learning.

Course Learning Outcome 2: Building Family and Community Relationships
Students explain and analyze evidence-based knowledge about complex and diverse characteristics of families and communities using multiple perspectives to support each child’s language and literacy development and learning through collaborative relationships.

Student Learning Outcomes:
2a. Explain and analyze how diverse and complex characteristics including cultural, linguistic, and ability diversity in families and communities affect the language and literacy development and learning of each child.
2b. Explain and analyze strategies teachers can use to build respectful, reciprocal relationships with families and communities including other professionals to promote each child’s language and literacy development and learning.
2c. Apply evidence-based knowledge to collaborate with families, communities, and other professionals to support each child’s language and literacy development and learning.

Course Learning Outcome 3: Observing, Documenting and Assessing to Support Young Children and Families
Students use evidence-based knowledge about systematic observation and the goals, benefits, and appropriate uses of assessment in partnership with families and other professionals to make decisions about environments, curriculum, and interactions to support each child’s language and literacy development.

Student Learning Outcomes:
3a. Explain and analyze the goals, benefits, and uses of language and literacy assessment.
3b. Apply ethical methods of systematic observation, documentation, and assessment.
3c. Explain and analyze how to partner with families and professionals in each child’s assessment process.
3d. Apply and analyze evidence-based knowledge of observing, documenting, and assessing to make decisions about environments, curriculum, and interactions to support each child’s language and literacy development and learning.
Course Learning Outcomes 4: Using Developmentally Effective Approaches
Students use evidence based knowledge to build positive relationships and supportive interactions as the foundation for their work with children and families. Students apply arts-integrated, developmentally appropriate approaches and Universal Design for Learning to support each child’s language and literacy development and learning.

Student Learning Outcomes:
4a. Explain, apply and analyze positive relationships and interactions to support each child’s language and literacy development and learning.
4b. Explain, apply and analyze teaching skills and strategies including developmentally appropriate practices, and technology to support each child’s language and literacy development and learning.
4c. Explain, apply and analyze a broad repertoire of arts-integrated, developmentally appropriate teaching / learning approaches, and Universal Design for Learning, to support each child’s language and literacy development and learning.
4d. Reflect on own evidence based practices to support positive outcomes for each child’s language and literacy development and learning.

Course Learning Outcome 5: Using Content to Build Meaningful Curriculum
Students use evidence based knowledge of language and literacy, Universal Design for Learning, inquiry tools, and resources to design, implement, and evaluate curriculum and experiences to support each child’s language and literacy development and learning.

Student Learning Outcomes:
5a. Explain, apply and analyze content knowledge and resources of the language symbol systems / subject areas for language and literacy.
5b. Explain, apply and analyze the content knowledge, central concepts, inquiry tools, and structure of language symbol system / subject areas for language and literacy.
5c. Use evidence based knowledge, early learning standards, Universal Design for Learning, and other resources to design, implement, and evaluate curriculum and experiences to support each child’s language and literacy development and learning.

Course Learning Outcome 6: Becoming a Professional
Students use evidence based knowledge of ethical guidelines and professional standards. They engage in continuous and collaborative learning and demonstrate knowledgeable, reflective and critical perspectives to make informed decisions about advocating for the subject area of literacy and language.

Student Learning Outcomes:
6a. Identify and reflect on career goals; identify and involve self with the profession.
6b. Explain and analyze ethical guidelines, professional systems, standards and regulations in the field of early education.
6c. Describe and explain personal engagement in continuous, collaborative learning and demonstrate reflective and critical perspectives.
6d. Explain and analyze strategies to advocate for each child, family, and the profession.
6e. Explain and analyze knowledge about becoming a professional who can articulate and practice an individual philosophy about children’s language and literacy development which includes evidence based practices and Universal Design for Learning.
The following Supportive Skills are to be integrated in assessment as appropriate

2. Skills in mastering and applying foundational concepts from general education.
3. Written and verbal communication skills.
4. Skills in making connections between prior knowledge/experience and new learning.
5. Skills in identifying and using professional resources.

Be sure to access the document titled “Alignment of the Course Objectives with National Association for the Education of Young Children, the Division for Early Childhood, and Pennsylvania Special Education Para educator Standards.”

Textbooks and Resources

Textbooks:

E-Portfolio:
3. Students purchase Task Stream card from the book store to create an e-portfolio.

Required Resources:


Scoring Sheets for Environment Rating Scales available at:
http://www.teacherscollegepress.com/free_downloads.html

Also available online at:
8. PA Dept. of Education. (Current edition). *PA Learning Standards Early Childhood for 1st Grade, & 2nd Grade*. Harrisburg, PA: PA Department of Education. (referred to as “PA-ELS” in Course Calendar)

   Also available online at: [http://www.northampton.edu/Early-Childhood-Education/Student-Resources-and-Presentations.htm](http://www.northampton.edu/Early-Childhood-Education/Student-Resources-and-Presentations.htm); Click on ECE Manuals – Student

10. PA Department of Public Welfare. (Current edition). *The Pennsylvania Code: Child Day Care Center; Group Homes; Family Child Care Homes*. Harrisburg, PA: DPW. (Referred to as “PA Code” in Course Calendar)
    Available online at: [http://www.dpw.state.pa.us/provider/earlylearning/index.htm](http://www.dpw.state.pa.us/provider/earlylearning/index.htm)

    Available online at: [http://www.naeyc.org/positionstatements/ethical_conduct](http://www.naeyc.org/positionstatements/ethical_conduct)

    Also available online at: [http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf](http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf)

    Available online at: [http://www.dpw.state.pa.us/fordisabilityservices/earlyinterventionservices/earlyinterventionforms/index.htm](http://www.dpw.state.pa.us/fordisabilityservices/earlyinterventionservices/earlyinterventionforms/index.htm) Click on Individualized Family Service Plan (IFSP)


   Also available online at: http://www.northampton.edu/Early-Childhood-Education/Student-Resources-and-Presentations.htm

Sketch pad or notebook with unlined paper

Binders: Course Assessment Portfolio (1” size); TAOC Portfolio (3” size)

In addition to the required textbooks and resources, you will also need access to:

- Computer
- Digital Camera
- Digital Video
- Lab Apron

Instructor Resources:


GENERAL COLLEGE POLICIES:

Class Attendance and Withdrawal: Class attendance and engagement in the learning process are critical factors in determining students’ success in their courses. NCC students are expected to attend all class sessions of courses in which they are enrolled, and are responsible for all material presented in class sessions of these courses.

A student who misses class more than twice the number of weekly meetings of the class (or the equivalent in short-term classes) may be withdrawn from the course by the instructor. Students who are withdrawn for poor attendance will receive a grade of W. Faculty may issue a withdrawal through the first 90% of the semester (14th week or equivalent in short-term classes). After the 90% period a student may not withdraw or be withdrawn.

Students who are withdrawn from the class for lack of attendance may appeal the enforced withdrawal to the instructor. If the instructor agrees to reinstate the student, he/she will be required to a complete a reinstatement form and return it directly to the Vice President for Student Affairs. If the appeal is denied, the student may speak with the appropriate academic dean and/or the Vice President for Student Affairs. Further discussion may take place with the faculty member, but the final decision on withdrawal rests with the faculty member.

Students will not be graded on attendance; however, students may be graded on class participation.
Academic Honesty Policy: Northampton Community College considers honesty to be essential to the learning experience. Academic honesty is one of the values that we expect members of the NCC community will apply in their work on this campus and take into their lives beyond NCC. Violations of academic honesty harm the learning experience and violate the expectations and values that we hope the NCC community embraces. We expect all members of the NCC academic community to conduct themselves and their work ethically and honestly.

Student Responsibilities

- Students are solely responsible for their work and for making sure that their work represents their own honest efforts to meet the goals of the course.
- They are responsible for learning and following the policies and expectations of the college and for understanding the consequences of actions that violate the policy on academic honesty.
- They are responsible for showing that the work they present is theirs in whatever ways are deemed appropriate by the faculty for the course.

Faculty responsibilities

- Faculty members are responsible for demonstrating academic honesty in their work.
- They are responsible for making their expectations related to academic honesty clear to their classes including which activities and resources are allowed and the consequences for violations in their courses.
- They are responsible for communicating about violations of the academic honesty policy to students and their division Dean and to the Vice president for Student Affairs.

Academic Honesty Violations: Violations of the academic honesty policy include any actions that attempt to gain academic credit for work that does not represent the student’s own efforts and knowledge. They include, but are not limited to the following situations and examples:

- Cheating on examinations and quizzes --
  - Using notes, materials, and/or mechanical, electronic or technological devices not authorized by the instructor during examinations or quizzes.
  - Providing or receiving help on an examination or test in a manner not authorized by the instructor.
  - Buying, selling, improperly obtaining, or using any tests or examinations.
  - Posing as another student or allowing another student to pose as you when taking an exam or quiz.
  - Altering or adding answers on exercises, exams, or quizzes after the work has been graded.
• **Plagiarizing** –
  o Using the ideas or words of others without appropriate quotation and documentation that acknowledges the source or sources -- in other words, presenting someone else’s work as one’s own.
  o Copying, exact words, phrases or sentences without quoting and giving credit to the source.
  o Using a paraphrased version of the opinions, work, or ideas of others without giving credit.
  o The wrongful appropriation of all or part of someone else’s literary, artistic, musical, mechanical, or computer-based work.
• Copying all or part of an assignment, (a research paper, lab report, or workbook) from another person or resource and presenting it as your own work.
• Purchasing an assignment and submitting it as your own work.
• Falsifying or inventing information, data or research material. Altering or forging records or submitting false records as part of course work or making false statements, excuses, or claims to gain academic credit or influence grading.
• Listing sources that you never consulted.
• Gaining unauthorized access to another person’s or the College’s computer system or tampering with or copying programs, files, data or access codes associated with coursework.
• Tampering with or damaging the work of others or preventing others from completing their own assignments.

**Consequences of Violations:** When a faculty member believes that a student has committed acts that violate the academic honesty policy, he or she will advise the student of the offense and the penalty imposed. A faculty member may apply one of the following penalties:

• A written warning, with the requirement that the assignment be redone within the instructor’s specified time.
• A failing grade for the assignment or test.
• An “F” grade for the course.

**Commitment to Diversity:** Northampton Community College is committed to creating and fostering a learning and working environment based on open communication and mutual respect. This is an integral part of the College’s academic mission to enrich our students’ educational experiences and prepare them to live in and contribute to a global society. If you encounter sexual harassment, sexual misconduct, sexual assault, or discrimination based on race, color, religion, age, national origin, ancestry, sex, sexual orientation, gender identity, or disability please contact the Equal Opportunity Office at 610-861-5496 or hwhitaker@northampton.edu

*If you see it, report it*

[link](https://northampton.edu/reportit)
**Policy Regarding Children:** The extended (defined as 30 minutes or more) presence of unattended children (including children of staff and students) under the age of 16 on campus, unless officially registered in a College program is strictly prohibited.

Children are not permitted in class. The classroom instructor has the authority to make an exception to this policy for an emergency circumstance, using the following criteria: if at all possible, students must contact the instructor prior to the class to seek permission; students may not request this special exception more than twice in one semester; and children may not be disruptive (i.e. – noisy, moving around, interfering with the teaching-learning process) or they will be asked to leave immediately with their parent/guardian.

**Disability Services:** Northampton Community College encourages academically qualified students with disabilities to take advantage of its educational programs. Services and accommodations are offered to students with disabilities at no additional cost to facilitate accessibility to College programs and facilities. These services are based upon each student’s individual needs and must be indicated by current documentation of disability. For more information, you can contact the Coordinator of Disability Services at 610-861-5342 or TDD (610) 861-5351 or view the Disability Services Webpage by following these links from the NCC home page (http://www.northampton.edu): Administration > Student Services > Students With Disabilities.

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**Attention Students!**

This course has been constructed utilizing Principles of Universal Instructional Design.

If you are requesting reasonable accommodations, please contact the Office of Disability Services at 610-861-5342 or disabilityservices@northampton.edu.

Additional information for students with disabilities may also be found at http://www.northampton.edu/Student-Resources/Disability-Services.htm

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**For further information** regarding any NCC procedures or policies refer to the current **Student Handbook** at the following link: http://www.northampton.edu/Documents/Academics/Student%20Handbook.pdf

**Course Specific Policies**

**Assignments:** All assessments will follow the APA format:

- All assessments (including Journals) will have a cover page
- Cover pages for all assignments will include:  (in this order)
  - Name
  - Assignment Title
  - Course Section and Semester
  - Professor’s Name
  - Date Submitted
- Running Head and page numbers will be used
- Reference page citations will be correctly formatted
- In-text citations will be correctly formatted and must match the reference page
- 12-point font, double space, and page numbers will be used
- Paragraphs will be indented
Class Attendance- Coming late/Leaving Early: 15% of your course grade is based on class participation. If you are not in class then you are not participating, so being on time and staying for the entire class period is expected. You will sign in each class. If you arrive after the class has started or leave before it has concluded, there will be a deduction in your participation points.

Consequences of Late Work or Missed Exams:
Assignment details and due dates can be found in the Assignments section of Blackboard. Late assignments will result in the following:

- All weekly assessments (e.g. journals) are due on time. Late submissions will not be accepted for grading; however THEY MUST BE COMPLETED SO THEY CAN BE INCLUDED IN THE COURSE PORTFOLIOS!!!

- All major papers and projects will drop two percentage points of their weighted allotment for each day that they are late. Refer to rubrics for further information.

- All missed assignments and quizzes will get “0” points.

In case of unexpected emergencies that result in lateness, email your course instructor as soon as possible.

Electronic Communication: I will be using NCC e-mail account through Blackboard to communicate with the group or individuals as needed. You are expected to check your NCC e-mail regularly. If you have any questions or concerns, contact me through my NCC e-mail, by writing the course number in the “subject line”. I will not open any mail sent through a personal account.

Tutoring Services: The Learning Center at NCC provides free tutoring services, including real-time online tutoring. Please see the folder called Student Rights and Support Services in the Course Information page for details and applicable tutoring links. See the following website for the most up-to-date online tutoring schedule and information: http://www.northampton.edu/Student-Resources/Learning-Center/Tutoring-Services/Online-Tutoring.htm

Access the online tutor for ECE courses at the following email address: ecetutor@northampton.edu

Advising: The current ECE advisor is Andrea Powell. Her contact information is as follows:

Email: apowell@northampton.edu
Phone: 610-861-4145

Incomplete Policy: An Incomplete grade of “I” is issued only at the student’s request with the permission of the instructor to allow completion of specific course work the student did not complete due to valid, unforeseen circumstances. The deadline for completing the course requirements is no more than 5 months after the date grades were due in the semester in which the “I” grade was issued. The professor will designate that the incomplete grade becomes a specific letter grade if the work is not completed.
Privacy Statement

All video assignments are designed to support your learning; however, we must respect the confidentiality of each child and their family. These videos can only be shared with your instructor. They may never be posted or shared on public sites including the e-portfolio. When uploading your video to You Tube, you must make sure it is unlisted and should be removed upon completion of your course. Make sure that every child you photograph or video tape has a signed release form on file and follow the policies of your lab site. These photographs and videos can only be shared with your instructor. They may never be posted or shared on public sites including the e-portfolio.

Photo /Video Release Form:
Make sure that every child you photograph or video tape has a signed release form on file and follow the policies of your lab site. These photographs and videos can only be shared with your instructor. They may never be posted or shared on public sites including the e-portfolio.

ONLINE SUPPORT:
NCC Help Desk: helpdesk@northampton.edu and Telephone number 610-861-5413
Like Us on Facebook at http://www.facebook.com/ncconlinelearning
Blackboard Collaborate Help: http://support.blackboardcollaborate.com and Telephone number 1-877-382-2293
NCC Online Tutoring: learning-center@northampton.edu

For further information regarding any NCC procedures or policies refer to the current Student Handbook at the following link:

Instructional Plan

Assignments Required and Weight of Each in Determining Final Grade:

1. Child Assessment Project- 15%**
2. Family Literacy Resource File Project- 10%**
3. Teaching Skills and Strategies Project-10%**
4. Teaching Skills and Strategies Evaluation- 5%
5. Professional Growth and Philosophy Paper- 10%**
6. Weekly Lab Work- 15%
7. Language Development /Phonemic Awareness Quiz- 5%
8. Reflection Journals-10%
9. Class Participation-15%
10. Course Assessment e-Portfolio and TAOC e-Portfolio-(Taskstream)- 3%
11. Course Binder- hard copy- 2%
Students must complete the following assessments in order to pass this course with a C or better:

- All Key Assessments of the Course **
- Lab Attendance and Assignments
- Course Assessment e-Portfolio
- TAOC e-Portfolio

Students must earn C or better in the following assessments in order to pass this course:

- Lab Assignments
- Teaching Skills and Strategies Evaluation

Description of Assignments

- Family Literacy Resource File Project:
  The purpose of this assessment is to interact with family members and explore available information, services, and community assets to compile resources that would be appropriate to aid families in promoting each child’s language and literacy development in the context of cultural, linguistic, and ability diversity. The project will provide you with learning experiences to:
  - Research various sources of information, available services, and community resources that will aid families in promoting the language and literacy development for all of their children.
  - Begin a collection of resources that will help you to partner with families in promoting the language and literacy development for all children.
  - Create a resource file customized for your identified Child Assessment Child’s (CAC) specific needs and interests.

- Teaching Skills and Strategies Evaluation:
  The purpose of this assessment is to reflect on your ability to practice the Art as a Way of Learning® Teaching Skills and Strategies during participation in labs within the context of cultural, linguistic and ability diversity of children and families. Lab assignments will provide you with opportunities to observe children and adults; interact with children to support, stretch, direct, and stimulate their learning; and assess their learning by using authentic assessment methods. You will use evidence based practice including NAEYC’s Code of Ethical Conduct as a guide to practice professionalism
  - Your course instructor will assign a final grade for your use of Teaching Skills and Strategies during labs based on multiple sources of evidence such as lab supervision, feedback from your cooperating teacher, and lab assignments.

***Students must earn C or better in the following assessments in order to pass this course:
- Lab Assignments
• Teaching Skills and Strategies Evaluation

• Teaching Skills and Strategies Paper:
The purpose of this assignment is to reflect on your personal strengths and challenges with each teaching skills and to create a plan for future progress. This project will provide you with learning experiences to:
  • Observe children and adults, prepare learning environments and experiences, interact with children to support, stretch, direct, and stimulate their learning.
  • Develop teaching strategies and skills during labs as you interact with the children, the classroom staff, and parents.
  • Assess learning by documenting what you see and hear the children do.
  • Summarize your experiences with the teaching skills and strategies based on the artifacts and documentation that you collected throughout the lab sessions.

• Professional Growth and Philosophy Paper:
The purpose of this paper is to give you an opportunity to reflect on your growth as an early childhood professional, with a focus on Early Childhood Literacy and Language. Consider your ability to:
  • Involve self with the field;
  • Explain ethical standards and state and national systems for quality in early childhood programs;
  • Research and collaborate with others to inform evidence based practice;
  • Explain ways to advocate within the context of cultural, linguistic, and ability diversity; and
  • Articulate and practice your own philosophy about young children’s development and learning of literacy and language.

• Child Assessment Project:
The purpose this project is to give you an opportunity gather evidence of one child’s learning by observing and recording his/her actions in written and visual format by collecting samples of his/her work. You will use this evidence to:
  • Create a Child Assessment Portfolio
  • Write a Child Assessment Paper that documents your knowledge of child development and learning
  • Create a Language and Literacy Resource File geared toward the specific needs and interests of your focus child (This will link to the Family Literacy Resource File Project).
  • Prepare and/or implement a Parent Communication conference to partner with parents

• Lab: Twenty (20) hours of documented lab work is required for this course. You will have ten 2-hour labs beginning with class 4 and continuing through class 13. You must secure a lab site and a cooperating teacher by the end of week 1 of the
semester. You may choose to do your labs at your worksite. An *Understanding of Participation* form must be submitted by the lab site by end of week 3 of the semester.

You will work under a cooperating teacher, completing weekly lab assignments. Lab requirements are as follows:

- **Health and safety requirement:** As an online student, you are to verify that all requirements for your state or country are met. Please confirm with your lab site.

- **Procedures and Guidelines:** Follow the Code of Ethical Conduct by The National Association for the Education of Young Children (NAEYC) for all interactions with children, parents, and colleagues.

- **Legal Considerations:** Make sure that all children captured in photo/video have a signed release on file at the site (refer to Student Manual for a copy). Practice confidentiality by using numbers or fictitious names when describing situations for discussions and/or writing observations. Never discuss children outside of Discussion Forums.

- **Attendance form** must be signed by the cooperating teacher in order to get credit for each lab. If an emergency prevents you from attending a lab, notify your course instructor and your lab site.

Refer to *ECE Student Manual* for lab information.

- **Alternative Assignment:** The projects planned for this course do not address standards 1; therefore this standard will be assessed through an “Alternative Assignment.” In this course, the Alternative Assignment is a Language Development/Phonemic Awareness Quiz.

- **Language Development/Phonemic/Phonological Awareness Quiz:** This quiz will include theories and stages of language development in young children with consideration for cultural, linguistic, and ability diversity. We will review age/stage related characteristics and benchmark skills. Components of phonemic/phonological awareness will be covered.

- **Reflection Journals:** You will complete ten weekly journals during the semester, reflecting on your own learning of the course concepts. Weekly themes will include culture, language and ability diversity topics.

- **Course Assessment e-Portfolio:** You will follow the step-by-step directions to build your e-portfolio for EARL 216.

- **TAOC e-Portfolio:** You will build your TAOC portfolio by organizing required artifacts from each course on an ongoing basis. This will serve as your transfer portfolio.

- **You will provide a hard copy of your portfolios in a course binder**

For complete descriptions of assignments and rubrics, refer to the Course Information section of Blackboard.

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**Save all your work!**

You are expected to save all your assignments on disks/thumb drives as back up data to safeguard against loss of your hard copy or problems with your hard drive. You will need artifacts from this and other courses to develop your TAOC...
Assessment Criteria:

The general criteria for grading work is as follows:
A = Students demonstrate ability to describe, explain, analyze, and apply information, reasoning, context, knowledge, and judgment.
B = Students demonstrate ability to describe and explain information, reasoning, and knowledge.
C = Students demonstrate ability to describe information.
D = Students demonstrate partial ability to describe information.

Grade Scale:

The following grades are used in the Early Childhood department:
A   = 93 – 100 %
A-  = 90 – 92 %
B+  = 87 – 89 %
B   = 83 – 86 %
B-  = 80 – 82 %
C+  = 77 – 79 %
C   = 73 – 76 %
D+  = 67 – 72 %
D   = 60 – 66 %
F   = 0 – 59 %

Please note: There are no A+ or C- grades. Any final grade below C means that the course must be repeated and passed in order to enroll in Internship.

Rubrics are provided for each graded assignment. Use your rubric as a guide for completing your assignment, to ensure that you are describing, explaining, and analyzing the course concepts by using your knowledge of related concepts from other courses. Grades are directly related to the quality of your analysis and critical thinking about the assigned questions. Use your own words to explain your thoughts rather than using phrases directly from textbooks and other resources. It is important for you to clearly reflect your understanding of the weekly topics. Your final weighted percentage will be used to determine your final grade.
Course Calendar for EARL 216- 01 SPRING  2015

I reserve the right to change topics or assignments when necessary to make classes more relevant to current events or required student outcomes. Therefore, you should not submit assignments ahead of schedule unless you have obtained permission to do so. Check Announcements in Blackboard and the Assignments section for details and/or changes to assignments. Be sure to print out a copy of the Course Calendar. BE SURE TO CHECK THE DUE DATES FOR KEY ASSESSMENTS AND PROJECTS!
<table>
<thead>
<tr>
<th>Wk</th>
<th>Topic</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>WK 1 1/12</td>
<td>1. Introduction to Course and Lab; Promoting Early Literacy</td>
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| WK 2 1/19 | 2 Learning Experiences and Environments (Early Learning Standards, Environ. Rating Scales, UDL) | * All assigned readings and websites from Week #1  
* viewed all videos from Week #1 (if not in class)  
* Journal #1 due in class (hard copy but keep an electronic copy)  
Bio card- due in class (with photo)  
Assignment #1 (to check email and BB access- submitted online by class time )  
*Lab preparation (submitted online) |
| WK 3 1/26 | 3 Infant/Toddler Language and Literacy | * All assigned readings and websites from Week #2  
* viewed all videos assigned from Week 2  
* Journal #2 due in class (hard copy but keep an electronic copy)  
*Lab preparation (if not done) |
| WK 4 2/2 | 4 Understanding the Value of Play in the Language Development of Young Children (*Infant and Toddler continued) | *All assigned readings and websites from Week #3  
* viewed all videos assigned from Week 3  
* Journal #3 due in class (hard copy but keep an electronic copy)  
* Family Literacy Resource File (FLRF) – Task #1 - submitted online by midnight, Sunday, Sept 14th for feedback  
**YOUR FRST LAB WILL START AFTER THIS WEEK’S CLASS SESSION!** |
| WK 5 2/9 | 5 Symbolic Thought in the Preschool Years LAB #1 | *All assigned readings and websites from Week #4  
* viewed all videos assigned from week 4  
* Journal #4 due in class (hard copy but keep an electronic copy)  
* Family Literacy Resource File (FLRF) – Task #2 (not submitted)  
*Lab Packet #1 (CHOICE: hard copy due in class OR submitted online through BB by class time) |
| WK 6 2/16 | 6 Preschool Language and Literacy – PART 1 LAB #3 | *All assigned readings and websites from Week 5  
* viewed all videos assigned from week 5  
* Journal #5 due in class (hard copy but keep an electronic copy)  
* Family Literacy Resource File (FLRF) – Task #3 submitted online by midnight, Sunday, Sept. 28 for feedback  
*Lab Packet #2 (CHOICE: hard copy due in class OR submitted online by class time) |
| WK 7 2/23 | 7 Preschool Language and Literacy – PART 2 LAB #4 | *All assigned readings and websites from Week #6  
* viewed all videos assigned from week 6  
* Journal #6 due in class (hard copy but keep an electronic copy)  
* Family Literacy Resource File (FLRF) – Task #4 (not submitted)  
*Lab Packet #3 (CHOICE: hard copy due in class OR submitted online by class time) |
| WK 8 3/2 | 8 Children’s Literature LAB #5 | All assigned readings and websites from Week #7  
* viewed all videos assigned from week 7  
* Journal #7 due in class (hard copy but keep an electronic copy)  
* Family Literacy Resource File (FLRF) – Task #5 (submit online for feedback BY SUNDAY Oct. 19TH AT MIDNIGHT)  
*Lab Packet #4 (CHOICE: hard copy due in class OR submitted online through BB by class time)  
***TAKE QUIZ This week- MUST BE COMPLETED BY SUNDAY, MARCH 8 AT MIDNIGHT
<table>
<thead>
<tr>
<th>WK 9 3/9</th>
<th>SPRING BREAK!</th>
<th>ENJOY!</th>
</tr>
</thead>
<tbody>
<tr>
<td>WK 10 3/16</td>
<td><strong>9 Language, Literacy, and Schooling</strong>&lt;br&gt;LAB #6</td>
<td><em>All assigned readings and websites from CLASS #8&lt;br&gt;</em> viewed all videos assigned from CLASS 8&lt;br&gt;* Journal #6 due in class (hard copy but keep an electronic copy)&lt;br&gt;* Family Literacy Resource File (FLRF) – Task #6 (not submitted)&lt;br&gt;*Lab Packet #5 (CHOICE: hard copy due in class OR submitted online through BB by class time)&lt;br&gt;<strong>Quiz must be taken by Sunday, MARCH 8 AT MIDNIGHT!!!!</strong></td>
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<td>WK 11 3/23</td>
<td><strong>10 The Kindergarten Challenge</strong>&lt;br&gt;LAB #7</td>
<td><em>All assigned readings and websites from CLASS 9&lt;br&gt;</em> Journal #9 due in class (hard copy but keep an electronic copy)&lt;br&gt;* Family Literacy Resource File (FLRF) – Task #7 <strong>submit online for feedback BY SUNDAY AT MIDNIGHT)</strong>&lt;br&gt;*Lab Packet #6 (CHOICE: hard copy due in class OR submitted online through BB by class time)</td>
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<td>WK 12 3/30</td>
<td><strong>11 First Grade- An Important Year</strong>&lt;br&gt;LAB #8</td>
<td><em>All assigned readings and websites from CLASS 10&lt;br&gt;</em> viewed all videos assigned from CLASS 10&lt;br&gt;* LAST JOURNAL (10) due in class (hard copy but keep an electronic copy)&lt;br&gt;* Family Literacy Resource File (FLRF) – Task #8! *Last Task!!!&lt;br&gt;*Lab Packet #7 (CHOICE: hard copy due in class OR submitted online through BB by class time)&lt;br&gt;***FAMILY LITERACY RESOURCE FILE IS DUE THIS WEEK- SUBMIT ONLINE BY MIDNIGHT, SUNDAY, *</td>
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<td>WK 13 4/6</td>
<td><strong>12 Language and Literacy for all Second, Third, and Fourth Graders</strong>&lt;br&gt;LAB #9</td>
<td><em>All assigned readings and websites from CLASS 11&lt;br&gt;</em> viewed all videos assigned from CLASS 11&lt;br&gt;* Lab Packet #8 (CHOICE: hard copy due in class OR submitted online through BB by class time)&lt;br&gt;***FAMILY LITERACY RESOURCE FILE IS DUE - SUBMIT ONLINE BY MIDNIGHT, SUNDAY, *</td>
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<td>WK 14 4/13</td>
<td><strong>13 Preventing Reading Difficulties</strong>&lt;br&gt;LAB #10</td>
<td><em>All assigned readings and websites from CLASS 12&lt;br&gt;</em> viewed all videos assigned from CLASS 12&lt;br&gt;* Lab Packet #9 (CHOICE: hard copy due in class OR submitted online through BB by class time)</td>
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<td>WK 15 4/20</td>
<td><strong>14 Literacy and Language: Teaching Strategies for the Success of ALL Children</strong>&lt;br&gt;</td>
<td><em>All assigned readings and websites from CLASS 13&lt;br&gt;</em> viewed all videos assigned from CLASS 13&lt;br&gt;Lab packet #10 (CHOICE: hard copy due in class OR submitted online through BB by class time)&lt;br&gt;***THE CHILD ASSESSMENT PROJECT is due this week -SUBMIT ONLINE BY MIDNIGHT SUNDAY, !!!!</td>
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<td>WK 16 4/27</td>
<td><strong>15 Reflection on Personal Progress</strong>&lt;br&gt;Philosophy of Literacy and Language</td>
<td><em>All assigned readings and websites from Week #15&lt;br&gt;</em> viewed all videos assigned from week 15&lt;br&gt;* make up any lab work needed&lt;br&gt;Professional Growth and Philosophy Project representation of philosophy is due IN CLASS this week&lt;br&gt;Teaching Skills and Strategies project is due this week (DUE ONLINE BY MIDNIGHT SUNDAY, DEC 14TH )</td>
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<td>WK 17</td>
<td><strong>Final Projects Due :</strong>&lt;br&gt;*PG &amp; P AND PORTFOLIOS DUE ONLINE BY 12/17=NOON&lt;br&gt;*PORTFOLIO PRESENTATION-12/16-12:30-CLASSROOM</td>
<td>Due:&lt;br&gt;Complete Professional Growth and Philosophy Project is due (ONLINE) by NOON Wednesday, DEC 17th !!!!!&lt;br&gt;PRESENTATION OF TAOC Portfolio and HARD COPY OF COURSE PORTFOLIO DUE IN CLASSROOM TUESDAY, DEC 16 AT 12:30!&lt;br&gt;-Course Assessment Portfolio DUE (ONLINE) BY NOON Wednesday, DEC 17th !!!!!</td>
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