

**MAYLAND COMMUNITY COLLEGE**  
**Welcomes You To:**

**EDU 280.10**  
**Language & Literacy Experiences**  
**Credit Hours: 3      Contact Hours: 3**

**Spring 2007**

**Course Description**

This course explores the continuum of children's communication development, including verbal and written language acquisition and other forms of communication. Topics include selection of literature and other media, the integration of literacy concepts throughout the classroom environment, inclusive practices and appropriate assessments. Upon completion, students should be able to select, plan, implement and evaluate developmentally appropriate literacy experiences.

**Prerequisites:** none

**Corequisites:** none

**Instructor Information**

<b>Instructor:</b>	Judy S. Stevens
<b>Office Location:</b>	Gwaltney Hall, room 207
<b>Telephone Number:</b>	(828) 765-7351, extension 380
<b>E-mail Address:</b>	jstevens@mayland.edu
<b>Office Hours:</b>	Monday – 3:30 – 5:00 PM Tuesday – 12:30 – 4:30 PM Wednesday - 12:30 – 4:30 PM Thursday - 12:30 – 4:30 PM Friday - 8:30 – 9:00 AM; 12:00 noon – 2:00 PM

**Course Information**

Class meets on Tuesday & Thursday from 8:30 to 9:50 AM in room 207 located in Gwaltney Hall. When a delayed schedule is announced, class will meet from 10:20 to 11:20 AM.

**Required Text(s):** Machado, Jeanne M. **Early Childhood Experiences in Language Arts: Emerging Literacy.** 7<sup>th</sup> Edition. New York: Delmar Learning. 2007.

Jalongo, Mary Renck. **Young Children and Picture Books.** 2<sup>nd</sup>. Edition. Washington, DC: National Association for the Education of Young Children. 2004.

**LRC Resources:** children's books, magazines, journals  
**Required supplies:** 1 1/2 to 2 inch 3-ring binder, dividers with tabs

**Course Objectives/Competencies:**

1. Distinguish between stages of literacy development in young children – early, emergent, and conventional.
2. Compare major approaches used in teaching and assessing language and literacy development.
3. Evaluate books of various genres of children's literature and the use of graphic media used by illustrators.
4. Design developmentally appropriate, culturally sensitive learning environments for all children that promote language and communication development.
5. Plan appropriate literacy experiences for children at each stage of literacy development with adaptations for all children with consideration of community resources.
6. Demonstrate an implementation of an appropriate language or literacy experience.
7. Construct a developmentally appropriate material, using a variety of media, for use in a literacy based curriculum.

**Attendance Policy/Tardiness/Make-Up Work:**

Regular class attendance is regarded as essential to the academic progress of the student. You are expected to attend class and are responsible for contacting the instructor if you must be absent from class. To reward attendance and to allow for legitimate absences, attendance is counted as one test grade. The grade is computed as follows: 32 class meetings: 3.13 points for each attendance. **Two** tardies will equal one absence. You will be considered late if you enter the classroom after the appointed hour to begin. The student must be present for the entire class to receive the attendance points.

Make-up work will be assigned at the instructor's discretion and only in extreme cases. If students have acceptable reasons for absences, make-up work will be assigned and must be accompanied by a doctor's excuse. This work must be turned in to the instructor within **two weeks** of the date it is assigned; otherwise it will not be accepted.

**Grading Criteria/Tests/Projects:**

Grades will be assigned according to the following criteria:

1. Reading materials as they are assigned.
2. Participation in all assigned activities and discussions on a professional level.
3. Review of **3** magazine, journal, or newspaper articles relating to language and/or literacy with young children (one review for the early literacy stage, one for the emergent literacy stage, and one for the conventional literacy stage). Students will read the article, summarize the information, and critique this information in one to one and one-half pages. Reviews must be typed using 12 font and be double-spaced. Reviews are due on

**January 18**

**February 15**

**March 29**

- Students will share a brief summary of an article on specified due date.
4. Each student will visit a public library, browse through available children's books, choose one book that fits the early literacy stage and check it out. Read this book and prepare to present it to the class on **January 23**.
  5. Flannel or Magnetic Story – Construct a flannel or magnetic story with the appropriate cut-outs and one lesson in any area of concept development. Story must be appropriate for children currently in the emergent literacy stage (the children imitate reading and writing activities). Lesson is to be written on **Activity Plan Sheet** and presented to the class on **February 27**.

\*Flannel or Magnetic story must be based on a children's book (or written by the student) and must be appropriate for the chosen age and developmental level.

6. Book File – Develop a file of at least **50** good books for young children, cross referenced by author/illustrator, topic, publisher, ISBN number, and age & developmental level. You must type the information for each book and place them in a 3-ring binder. Use index tabs to separate the categories. Include the following categories and the number of books listed for each:

Picture Books	10
Folk Tales (Traditional Literature)	5
Fantasy	5
Poetry	3
Realistic Fiction	5
Informational	5

- For the remainder of the 50 books, you may choose the category.
- Book File is due **April 19**.

7. Poetry File – Develop a file of **20** poems appropriate for young children who are currently in the conventional literacy stage (can read and write well). You must type poems and place in a binder or folder. Include name of poem, author, and the entire poem. You may also include the source if you choose. Following are categories of poems that may help you choose appropriate poems:

Nonsense Verse

Humor

Nature

Narrative

Imaginative

Lyric

Poetry of the Everyday World

Poetry from Other Lands

Poetry File is due on **April 26**.

8. Design a literacy center for an Early Childhood classroom of 3- and 4-year-olds. After visiting a pre-k classroom and researching this area, plan a learning center for young children. Include: age group, a variety of activities (written on **Activity Plan Sheets**), and an assessment form to use to evaluate the children's acquisition of knowledge. The instructor will provide assistance and direction for this assignment as the semester progresses. Your center design is due **May 1**.
9. Construct a **book** that is appropriate to share with young children. Explore several ideas for a topic and develop the story. Using instructions provided by the instructor, make a book and add your original story to the book. Book is due **May 8**.
10. Tests on material covered in class and assigned readings. Students are expected to take tests on assigned date. If this is not possible, you are responsible for making prior arrangements with the instructor. All make-up tests must be taken within one week of assigned date. After one week, the grade for the test will be zero. Any bonus questions given on the original test will not be given on make-up tests. It is the student's responsibility to initiate the make-up arrangement.

Unannounced pop quizzes may be given at the instructor's discretion and may not be made up if missed. Homework assignments may be given at the instructor's discretion and will be due the following class meeting. Late assignments will be penalized **10 points per day late**.

11. Assignments are due according to dates printed on the syllabus or at times specifically assigned by the instructor, whether the student is present or not. If you know that you must be absent on the due date of an assignment, turn it in to the instructor early to avoid a late penalty. Failure to turn in an assignment on the due date will result in a **10 point** deduction for each class day it is late. If problems arise, you are encouraged to contact the instructor prior to the due

date. **Assignments will not be accepted if they are more than two weeks late.**

If you are experiencing difficulty in this course, please contact the instructor for assistance. If the instructor deems it necessary, he/she may request an individual conference with you.

### **Grading Criteria:**

<b>Participation &amp; Daily Activities</b>	<b>10%</b>
<b>Tests</b>	<b>10%</b>
<b>Reviews, Library Book</b>	<b>20%</b>
<b>Book File</b>	<b>20%</b>
<b>Poetry File</b>	<b>10%</b>
<b>Literacy Center</b>	<b>20%</b>
<b>Book</b>	<b>10%</b>

### **Grading Scale:**

<b>A = 94 - 100</b>
<b>B = 86 - 93</b>
<b>C = 78 - 85</b>
<b>D = 70 - 77</b>
<b>F = Below 70</b>

### **Inclement Weather Procedures:**

In all periods of inclement weather you are reminded to use sound judgment when making travel decisions. Life and safety are the primary considerations. We expect you to give due consideration to your responsibility for attendance; however, we expect you to make the decision of whether to travel on unsafe highways and to accept the responsibility for your decisions. Make-up work will be assigned according to procedures already cited in this syllabus.

Additional information concerning inclement weather is listed in the Student Handbook and also on LEO.

### **Academic Standards/Student Expectations/Ethics:**

In addition to academic performance, students should exhibit the qualities of honesty and integrity. Any form of dishonesty: cheating, fabrication, facilitation of academic dishonesty, and plagiarism will make student subject to disciplinary action. If there is suspicion of any of the above items, the student will be called in for a conference. If there is sufficient proof that any of the above has occurred, the student will be Reprimanded according to the MCC Academic Integrity Procedure.

In summary, **Honesty is the best policy!**

The incomplete "I" grade indicates that the student has failed to finish a portion of the required work for the class due to unusual circumstances. Should you request and

receive an "I" for this course, it must be removed before the end of the next semester or at other times specified by the instructor to avoid the grade changing to an "F".

**While I have attempted to be as thorough as possible with this syllabus, course procedure may vary from this outline to meet the needs of this particular group of students. If you have concerns about any information printed in this syllabus, please share your concerns with the instructor.**

**Withdrawal Dates:**

**Spring 2007**

**End of Unconditional Withdrawal: Tuesday, February 13, 2007**

**End of Conditional Withdrawal: Tuesday, March 27, 2007**

**The ADA statement: Any student requesting special accommodations for this course due to a disability should apply for services through the SOAR Office or the Counseling Center, which will document the disability. A counselor will then help determine which accommodations, if any, the student needs for success in this course.**

**The Administrative Withdrawal statement: If a student has not been in contact with the instructor and has not attended class for a consecutive two-week period, an administrative withdrawal will be submitted by the instructor.**

**Course Outline/Weekly Topics**

Week 1	Introduction Stages of Literacy Development
Week 2	Stages of Literacy Development
Week 3	Communication
Week 4	Growth and Language Development
Week 5	Promoting Language and Literacy
Week 6	Listening Skills
Week 7	Children and Books

Week 8	Storytelling
Week 9	Realizing Speaking Goals
Week 10	Group Time Activities
Week 11	Dramatic Experiences
Week 12	Print in Children's Environment
Week 13	Literacy Centers
Week 14	Reading and Preschoolers
Week 15	Children's Responses to Books
Week 16	Constructing Books, Evaluation