ECE 536: Literacy Development in the Early Years  
COURSE SYLLABUS: SUMMER II - 2012

Instructor: David L. Brown, Ph.D.  
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Office Hours: By Appointment  
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Office Fax:  
University Email Address: David_L_Brown@tamu-commerce.edu

COURSE INFORMATION

Class Meetings:

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Time</th>
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<tbody>
<tr>
<td>July 10</td>
<td>Tuesday</td>
<td>5:00 PM – 9:00 PM</td>
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<td>July 12</td>
<td>Thursday</td>
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<td>July 17</td>
<td>Tuesday</td>
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<td>July 19</td>
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<td>July 24</td>
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<td>July 27</td>
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<td>July 31</td>
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<td>August 02</td>
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<td>August 07</td>
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<td>August 09</td>
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* Denotes Instructor Attending Conference (if indicated above)

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:


Optional: N/A

Course Description: This course provides a critical examination of the major areas of speaking, listening, reading, and writing experiences of young children. Current research, educational practice, and instructional materials will be analyzed in relation to different theoretical views of the language arts. Special emphasis will be placed on integrating the language arts skills.
**Student Learning Outcomes:**

1. To identify and explain the various theories of language acquisition and development and to understand factors which influence language development.

2. To identify the major components of an integrated language arts program and understand the rationale for various methods used in developing learning experiences for each component.

3. To evaluate various techniques of nurturing children’s listening abilities and to promote the development of oral language.

4. To identify criteria for selecting quality literature for young children and to examine various methods of using literature to enhance the communication skills.

5. To compare and contrast various approaches to literacy development (reading and writing) in young children.

6. To identify instructional resources for teaching the communication skills.

**Early Childhood Teacher Competency:**

Competency 5

**Receptive language.** The early childhood teacher understands the development of young children’s receptive language development and knows how to provide experiential learning activities that enhance receptive language and complement learning in other areas.

Competency 6

**Expressive language.** The early childhood teacher understands expressive language development in young children and knows how to provide a classroom environment that encourages young children to use oral language to express needs, feelings, and ideas.

Competency 7

**Emergent literacy.** The early childhood teacher understands processes related to emergent literacy and can use understanding to develop a classroom culture that fosters a positive disposition toward literacy and encourages the emergence of literacy.

Competency 8

**Language development in native speakers of other languages.** The early childhood teacher understands how having a home language other than standard English affects English language development and knows how to use young children's diverse linguistic and cultural backgrounds to facilitate their English language development, as well as to enhance all children’s awareness of the diversity of languages and cultures.

Competency 15

**Interdisciplinary connections/instruction.** The early childhood teacher understands interrelationships among the content areas, recognizes skills and concept that may be applied across the curriculum, and can use this knowledge to enhance children's thinking and their ability to understand the world.
Competency 20
Factors affecting development. The early childhood teacher understands how specific factors may affect individuals in one or more developmental domains and can provide learning experiences and environments that respond to the individual needs of all children.

Competency 21
Assessment. The early childhood teacher understands how to use a variety of assessment strategies to monitor young children's progress in achieving outcomes and to plan learning activities in all domains.

Competency 23
Assessment. The early childhood teacher understands how to use developmentally appropriate group management strategies to provide an atmosphere that enhances learning.

Competency 25
Materials and resources. The early childhood teacher understands how various types of materials and resources, including current technology, can be used in early childhood classrooms to support learning in all domains for all children.

COURSE REQUIREMENTS

1. Read chapters in text that pertain to course topics and demonstrate knowledge of early childhood education on one written examination.

2. Read and summarize (5 X 8 note cards) one article from professional periodicals relating to the Following topics:
   A. The Writing Process and Young Children
   B. Comprehension
   C. Assessment
   D. Emergent Literacy
   E. Phonemic Awareness

Format of Critique articles
(5X8 Note card)

Problem Solving

Name_________  Date_______


Summary: Provide a written summary of the Key ideas in the article.

______________________________________________________________________________

Reaction: Provide a written critique of the key ideas, like implementation for classroom practice. How did the article impact your Knowledge and understanding of topics?

______________________________________________________________________________
3. Students will conduct a **chapter (Power Point) presentations** on topics covered in class. Presenters should be prepared to **model interactive activities** that will require the active participation of the class. You are encouraged to bring samples of literacy materials, use video clips, and model instructional strategies used in literacy classrooms. **Please bring copies of handout materials for all class participants.**

4. Develop a **Strategy notebook** that contains theoretically sound and research-based Instructional Strategies that incorporates your needs and interest and that reflects best practices in primary classrooms. The instructional strategies should be divided into five (5) content areas: 1) **Vocabulary Development**, 2) **Content Area Literacy**, 3) **Writing**, 4) **Comprehension**, and 5) **Phonemic Awareness**. Students should include a **minimum of 25 strategies in the notebook**. Please include a **cover page** and **table of contents**.

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<td>Exam I (Mid-Term)</td>
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<tr>
<td>Strategy Notebook</td>
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<tr>
<td>Summary of Articles</td>
<td>50</td>
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<tr>
<td>Chapters Presentations</td>
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**Recommended Journals**

- Young Children
- Language Arts
- Day Care and Early Education
- Children Today
- *First Teacher
- Early Years
- *Journal of Research in Childhood
- Texas Child Care Quarterly
- *Pre-K Today
- Reading Teachers
- Childhood Education
- Theory Into Practice

* = Denotes publications that are not in the TAMU-C Library

Note: Course Syllabus and Topical Schedule subject to change at the discretion of Instructor.

**TECHNOLOGY REQUIREMENTS**

This is not an Online Course but some technological resources will be required.

Access to a Computer with
- Internet Access.
- Microsoft Word Processing Software.
- Microsoft PowerPoint Software.
- Adobe or Foxit Reader to open PDF File.
Interaction with Instructor Statement:

*Participation & Communication:* Each of you are expected to participate fully in assigned readings related to course topics, chapter presentations, discussions of current articles, and presentations of Literacy Topics. Your active and thoughtful participation is expected in all course assignments. Regular attendance is necessary and will be expected of all students.

In regards to communication, please use my email (David_L_Brown@Tamu-Commerce.edu) to correspond with me regarding class matters. Also, I will be happy to schedule individual appointments with you, if needed. Also, I will post readings on my website for individual and class assignments. Students will be provided information to access documents on the website.

References:


National Association for the Education of Young Children (NAEYC). “NAEYC Position Statement on Standardized Testing of Young Children 3 through 8 years of Age.” *Young Children* 43 (March 1988): 42-47


National Institute for Early Education Research. (2003). Child outcome standards in preschool programs: What are standards; what is needed to make them work?


Scott-Little, C.,Kagan, S.L.,&Frelow, V.S. (2003). Standard for preschool children’s learning and development: Who has standards, how were they developed, and how are they used?


**COURSE AND UNIVERSITY PROCEDURES/POLICIES**

**Course Specific Procedures:**

**Citizenship:** All Students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student 92s Guide Handbook, Policies and Procedures, Conduct).

**Late Work:** Late work is not accepted. You will have plenty of notification and time to complete course assignments. If you know you are going to be out of town and unable to access a computer, Plan ahead. Instructor will provide topical schedule noting dates for all course assignments.

**Plagiarism:** Plagiarism WILL NOT be tolerated and will result in an automatic F in the course. Various versions of your work and final papers will be run through Turnitin software – this is not meant to “catch” you in the act, but rather assist you in seeing possible areas that may be unintentionally plagiarized and allow for editing your work.

**Attendance:** Attend all classes. Arrive on time and remain until class is dismissed. Class meets from 5:00 PM until 9:00 PM unless noted otherwise by the instructor. If you must miss a class due to a professional responsibility and know ahead of time, discuss this with the instructor on the first night of class to create a make-up plan. If you must miss a class due to an unforeseen excused absence or professional responsibility, email or leave a telephone message for the instructor before class, then give the instructor a written plan for make-up work at the beginning of the next class session. You must discuss this plan with the instructor and gain his approval to receive make-up credit. Each unexcused absence will lower your final average score by 10 points. For a definition of an excused absence, please see the Texas A&M University-Commerce Catalog or Student’s Guidebook.

**Cell Phones/Beepers:** Please respect the instructor and your peers by turning off your cell phones and beepers upon entering our classroom, unless you have notified me at the beginning of class that you have a critical family situation about which you must be notified. This should constitute only emergencies.

**Scholarly Expectations:** All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered in appropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

**University Specific Procedures:**
ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu
Student Disability Resources & Services

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook).

| COURSE OUTLINE / CALENDAR |