



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

Instructor: David L. Brown, Ph.D.
Office Location: Education South, 229
Office Hours: By Appointment
Office Phone: 903-886-5536
Office Fax:
University Email Address: David_L_Brown@tamuc.edu

COURSE INFORMATION

Class Meetings:

July 10	Tuesday	5:00 PM – 9:00 PM
July 12	Thursday	5:00 PM – 9:00 PM
July 17	Tuesday	5:00 PM – 9:00 PM
July 19	Thursday	5:00 PM – 9:00 PM
July 24	Tuesday	5:00 PM – 9:00 PM
July 27	Thursday	5:00 PM – 9:00 PM
July 31	Tuesday	5:00 PM – 9:00 PM
August 02	Thursday	5:00 PM – 9:00 PM
August 07	Tuesday	5:00 PM – 9:00 PM
August 09	Thursday	5:00 PM – 9:00 PM

* Denotes Instructor Attending Conference (if indicated above)

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:

1. Cecil, Nancy Lee (2011). ***Striking a Balance: Best Practices for Early Literacy***, Fourth Edition Holcomb / Hathaway, ISBN: 978-1-890871-78-9.

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 _____
Stevenson E, J. (1994) How Much is Real Problem Solving? Arithmetic Teacher , 41, 406, 403.	
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**.

Assignments	Points
Exam I (Mid-Term)	100
Strategy Notebook	100
Summary of Articles	50
Chapters Presentations	50

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 Power Point Software.
- Adobe or Foxit Reader to open PDF File.

ACCESS AND NAVIGATION

COMMUNICATION AND SUPPORT

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:

Bromley, Karen, (1998) *The Language Arts: Exploring Connections*, 3rd Edition, Pearson, Needham Heights, MA.

Heller, Mary, (1999) *Reading-Writing Connections: From Theory to Practice*, 2nd Edition, LAWRENCE ERLBAUM ASSOCIATES, Mahwah, New Jersey

Sampson, Michael, Allen, Roach Van, and Etal, *Pathways to Literacy: A Meaning Centered Perspective*, Holt, Rinehart, Winston, Chicago, IL.

Schiekedanz, Judith, (1986) *More than ABC's: The Early Stages of Reading and Writing*, 4th Edition, National Council For The Education of Young Children. Washington D.C.

Stewig, John, and Sebesta, Sam, (1989) *Using Literature in the Elementary Classroom*, National Council For Teachers of English, Urbana, IL.

Templeton, Shane, (1997) *Teaching the Integrated Language Arts*, 2nd Edition. Houghton, Mifflin.

Snow, Catherine E., & Burns, M. Susan, and Griffin, Peggy. (1999) *Preventing Reading Difficulties in Young Children*. National Research Council, Washington, DC.

Kamil, Michael, and et al(2000) *Handbook of Reading Research, Volume III*, Lawrence Erlbaum Associates, Mahwah, New Jersey.

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 Reading Panel. Report of the National Reading Panel: Teaching Children to Read: *An Evidence-Based assessment of the scientific Research Literacy on Reading and its implications for Reading Instruction*. Washington, D.C: National Institute of Child Health and Human Development/National Institute for literacy, 2000.

National Center for Family Literacy, The National Early Literacy Panel: *A Synthesis of Scientific Research on Development of Early Literacy in Young Children (Report)*

Power, Hubbard, (2001) *Language Development: A Reader For Teachers, 2nd Edition*, Merrill Prentice Hall

Strickland, Morrow (2002) *Beginning Reading and Writing*, Teachers College Press, Columbia University, New York and London.

Machado, Jeanne (2010) M. *Early Childhood Experiences in Language Arts (9th Edition)*, Wadsworth, Belmont, CA.

Peterson, Evelyn A. (2003) *A Practical Guide To : Early Childhood Curriculum: Linking Thematic, Emergent, And Skill-Based Planning To Children's Outcomes (2nd Edition)*, Allyn and Bacon.

Darling-Hammond, L., & Young, P. (2002). *Defining "highly qualified teachers": What does "scientifically-based research" actually tell us?* *Educational Researcher*, 31(9), 13-25.

Jones, J. (2004). *Early literacy assessment systems: Essential elements*.

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

Neuman, S.B. (1999). *Books make a difference: A study of access to literacy*. *Reading Research Quarterly*, 34, 286-312.

Neuman, S.B (2001). *The role of knowledge in early literacy*. *Reading Research Quarterly*, 36, 468-475.

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?*

Scott-Little, C., & Niemeyer, J. (2001). *Assessing kindergarten children: What school system need to know*.

Whitehurst, G.J., & Lonigan, C. (2001). *Get ready to read! An early literacy manual: Screening tool, activities and resources*. Pearson. Columbus, OH

Dorothy S. Strickland and Judith A. Schickedanz (2004) *Learning About Print in Preschool: Working With Letters, Words, and Beginning Links With Phonemic Awareness*. International Reading Association.

Judith A. Schickedanz and Renée M. Casbergue (2004) *Writing in Preschool: Learning to Orchestrate Meaning and Marks*, International Reading Association.

Susan B. Neuman, Kathleen A. Roskos (1998), *Children Achieving: Best Practices in Early Literacy*, International Reading Association.

Roselmina Indrisano and James R. Squire (2000), *Perspectives on Writing: Research, Theory, and Practice*, International Reading Association.

Lesley Mandel Morrow and Linda B. Gambrell (2004), *Using Children's Literature in Preschool: Comprehending and Enjoying Books*, International Reading Association.

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 inappropriate 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@tamuc.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