



ECE 536: Literacy Development in the Early Years COURSE SYLLABUS

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required: Nancy Lee Cecil: Striking a Balance: A Comprehensive Approach to Early Literacy, Fourth Edition Holcomb / Hathaway (2011), ISBN: 978-1-934432-14-3.

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 two articles 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 for Article Critiques

Problem Solving Stevenson E, J. (1994) How Much is Real Problem Solving? *Arithmetic Teacher*, 16 (2) 403-406.

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. Develop a Collection of Strategies 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 (Final)	100
Collection of Strategies	100
Summary of Articles	50
Module Assignments (Including discussions and activities)	50 each
Final Exam	100

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 ACCESS AND NAVIGATION

Required Technology: This course will use the online platform Ecollege. Therefore, students are required to have continuous on-line access. All students must have access to email and adequately functioning computer equipment. To use the university's online resources, students need a computer and an Internet service provider (ISP). Students also need an Internet browser, an email program, and a word processing program. A working familiarity with hardware and software is advantageous before entering the program. You must have the most recent computer software and hardware to successfully complete the course.

Ecollege Technical Concerns: Please contact the eCollege HelpDesk, available 24 hours a day, seven days a week. By sending an email directly to helpdesk@online.tamuc.org. You may also reach the HelpDesk by calling (toll-free) 1-866-656-5511.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Course Concerns: 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. If you have questions pertaining to the content of this course (e.g., questions about an assignment, exam, about course due dates, etc.), please contact the instructor via email or by phone. Email is the best way to contact me. I check it daily, Monday-Friday.

Specific ECE 536 Course Policies and Procedures

You are expected to participate in all classes and activities. This is an online course so participation is up to you this includes readings, discussions, and assignments.

Research: Research is part of TAMU-C requirements. All faculty members that work at the university must research and publish their research. As action research helps an instructor to determine the worth of the class assignment they develop, I like to do research on assignments and/or activities used in our class. Therefore, any reflective responses to the planned class activities may be used to fulfill my research requirement. However, all responses used in research articles will be anonymous. That is, no names or any identification about specific students will be used anywhere in my research. If you disagree to this, please let me know and I will give you a paper to fill out and I will not use any response I know is from you.

Academic integrity is the pursuit of scholarly work free from fraud and deception and is an educational objective of this institution.

Texas A&M University-Commerce has explicit rules and regulations governing academic dishonesty and academic misconduct. As the University states, "All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." These policies are stated in detail in the Student's Guide Handbook. Each student is expected to read this document and abide by the contained policies. These university policies will be followed in this class. The minimum penalty for an act of academic dishonesty will be the assignment grade of 0 or F on the assignment. The maximum penalty is expulsion from the University.

Texas A&M University-Commerce further does not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

If you are unsure what constitutes plagiarism and how to avoid it. Visit the following websites:

<http://www.plagiarism.org/>

<http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

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.

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).

Student Conduct: All students are expected to conduct themselves in a professional manner at all times. You are adults and will be treated as such. Discriminatory, rude, and inappropriate language will not be tolerated in this class and students will be asked to leave or drop the class. If a student continues to act in the same manner during future classes, the instructor reserves the right to drop the student from the course.

Late Work: Assignments are due on specific dates, as assigned. Assignments will be accepted after the due date with the exception of major projects. However, a 10 point deduction will be applied to assignments that are 1 day late, and an additional 10 points for each day thereafter.

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.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Specific ECE 536 Course Policies and Procedures

You are expected to participate in all classes and activities. This is an online course so participation is up to you this includes readings, discussions, and assignments.

Policies:

- 1) The publication manual for the American Psychological Association (APA), 6th ed., should be used for citations, references, and manuscript style for all written work.
- 2) Written work should be turned in according to the class schedule. Assignments are due by 11:59 p.m on the day indicated, unless otherwise indicated. **No late discussion postings will be accepted or receive any credit. No exceptions will be made.** Plan ahead and try to complete assignments well in advance to avoid last-minute problems. Computer difficulties will not be accepted as an excuse for late submission. Students are encouraged to check with different browsers, security levels; and, if settings on home computers are not compatible, they are encouraged to use libraries or computer labs on campus or local/private cyber cafes. It is a good idea to allow plenty of time for eleventh-hour adversities.
- 3) All assignments should be the student’s own work. Please read the student handbook for information regarding the penalty for plagiarism. ***All documented cases of plagiarism will result in an automatic zero (0) on that assignment and may be forwarded to the Office of Student Life for disciplinary action.*** Remember that even copying one sentence without proper citation/quotations constitutes plagiarism!
- 4) Please note that points will be deducted for incomplete assignments and for those that are not of high quality.

Plagiarism Policy:

Professionals are careful to include appropriate citations of all sources. Without citations, you are presenting ideas or words as your own. Paraphrasing another’s work calls for a citation to give credit to the author. Even when you cite accurately, you need to use your own words; use direct quotes very sparingly. It is imperative that you create your own work and use your original words. Cutting and pasting from another source is not acceptable.

ACADEMIC DISHONESTY STATEMENT:

Academic integrity is the foundation of the academic community. Because each student has the primary responsibility for being academically honest, students are advised to read and understand all sections in this handbook relating to standards of conduct and academic life.

Definitions

Academic dishonesty includes cheating, plagiarism, falsifying academic records and other acts intentionally designed to provide unfair advantage to the student or the attempt to commit such acts. Cheating includes, but is not limited to, intentionally giving or receiving unauthorized aid or notes on examinations, papers, or class assignments intended to be individually completed. Cheating also includes the unauthorized copying of tests or any other deceit or fraud related to the student's academic conduct. Plagiarism occurs when a student obtains someone else's work and presents those ideas or words as her or his own academic work. Falsifying academic records includes, but is not limited to, altering grades or other academic records.

Honesty in completing assignments is essential to the mission of the university and to the development of the personal integrity of the student. Cheating, plagiarism, or other kinds of academic dishonesty will not be tolerated and will result in appropriate sanctions that may include failing an assignment, failing the class, or being suspended or expelled. Suspected cases in this course will be reported. The specific disciplinary process for academic dishonesty is found in the TAMU-C Student Handbook.

Please see the Student Handbook for additional information on academic dishonesty.

Professionalism Component

You are expected to demonstrate a professional attitude at all times. This includes respecting the thoughts of your peers as well as your instructor. Also included is the following: participating in small and large group discussions, being on time, staying the entire time, accepting constructive criticism, listening, turning in high quality work, and understanding that this is a growth experience. Students who come into class expecting an A need to rethink their reason for being here. ***If you want an A, then you must work to earn the A.*** The Professional Behavioral Standards Evaluation Form will be used at such a time as it is warranted due to non-compliance with these expectations. "All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student's Guide Handbook, Policies and Procedures, Conduct).

Online Discussions and Chat rooms

You will be expected to participate in online discussions and some chats. Post to discussion boards answer the questions thoroughly. There is no, "I agree with her" and that's it. You must respond in a professional manner. The discussions, please see rubric. **No late discussion postings will be accepted or receive any credit. No exceptions will be made.**

ONLINE CLASS EXPECTATIONS

Online courses are a lot of work, more so than a face to face meeting. You have to be disciplined to be successful. If you are not, this may not be the course for you. Do not get behind in this course. If you do, you will not succeed. **Your readings and assignments are critical to your success in this course.** Students are expected to spend approximately 10 hours per week on course work excluding readings. The points you earn for discussion boards and activities will help ensure that you are keeping up with your assignments. You also need to have computer equipment that works. I understand storms cause power outages. However, you are still responsible for completing all assignments by the due date. If you are having technical difficulties, you need to get it corrected a.s.a.p. I do not suggest waiting until the last minute to complete your assignments.

All students are expected to maintain high standards of quality of work and integrity. All written assignments are to be word processed, double-spaced and in 12 pt. font. All students are expected to maintain high standards of integrity; any use of the writing of others, must be quoted and cited.

Final Grade: Your final grade is a percentage of total possible points. You can figure your grade at any time by knowing the total possible points to date and computing the percentage. You have the right to appeal your final grade.

University Specific Procedures:

Other Questions/Concerns: Contact the appropriate TAMU-C department relating to your questions/concern. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call 903-886-5511 between the hours of 8:00a.m.-5:00p.m. Monday through Friday.

Student Code of Conduct: The A&M-Commerce Student [Guidebook](#) (page 55) details student rights and explains grievance procedures. The guidebook includes the Student Code of Conduct.

Dropping a course online: If you are considering dropping an online course please e-mail your instructor stating that you desire to drop the course. The instructor will reply back to you via e-mail with an acceptance of your drop and forward your request to the Office of the Registrar. The Office of the Registrar will process the drop. You may check the status of your drop through MyLeo. Dropping a course may affect your financial aid

(<http://www.tamuc.edu/home/finAid/default.asp>) and/or your scholarships

(<http://www.tamuc.edu/scholarship/>). Please check with them before proceeding, if necessary.

****PLEASE NOTE**** This procedure is for dropping an online course only. It does NOT apply to a withdrawal from the university. If you are dropping ALL of your courses, a withdrawal must be completed. <http://www.tamuc.edu/registrar/pdfs/studentwithdrawal.pdf>

Appeal of Final Grade

Any student who is not satisfied with their final grade and believes he or she can justify why the final grade should be different is welcome to participate in the process of appeals. The policy for appealing a semester grade is available through the office of the Department of Curriculum and Instruction, Texas A&M University-Commerce. Generally, the student must first make an appointment with his or her professor and present in writing the reasons why he or she believes a higher grade was earned. The professor is obliged to hear and read the case and provide an answer to that appeal with a reasonable time. If the student continues to be dissatisfied with the decision of the professor, the student may contact the head of the Department of Curriculum and Instruction and continue the appeal at that level.

Academic Integrity/Honesty Statement

This course demands a high level of scholarly behavior and academic honesty on the part of students. Examples of academic dishonesty include but are not limited to: (1) turning in work as original that was used in whole or part for another course and/or instructor without obtaining permission from this instructor in advance; (2) turning in another person's work, in part or in whole, as your own; (3) copying from professional works without citing them; and (4) any form of cheating on exams. Violations of academic integrity/honesty while carrying out academic assignments may, at the discretion of the instructor, receive a zero on the particular work in question, receive an "F" in the course, or be brought before a higher level of governance for possible dismissal from the university.

TECHNOLOGY REQUIREMENTS ACCESS AND NAVIGATION

Required Technology: This course will use the online platform Ecollege. Therefore, students are required to have continuous on-line access. All students must have access to email and adequately functioning computer equipment. To use the university's online resources, students need a computer and an Internet service provider (ISP). Students also need an Internet browser, an email program, and a word processing program. A working familiarity with hardware and software is advantageous before entering the program. You must have the most recent computer software and hardware to successfully complete the course.

Ecollege Technical Concerns: Please contact the eCollege HelpDesk, available 24 hours a day, seven days a week. By sending an email directly to helpdesk@online.tamuc.org. You may also reach the HelpDesk by calling (toll-free) 1-866-656-5511.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Course Concerns: If you have questions pertaining to the content of this course (e.g., questions about an assignment, exam, about course due dates, etc.), please contact the instructor via email or by phone. Email is the best way to contact me. I check it daily, Monday-Friday.

NOTE: The instructor reserves the right to modify any portion of this syllabus, including course assignments, grading system and due dates as circumstances may warrant.

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](#)

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.