MARTIN COMMUNITY COLLEGE
COURSE SYLLABUS
Semester/Year: Spring 2011

COURSE NUMBER: EDU 280 (5W1E)

COURSE TITLE: Language and Literacy Experiences

CREDIT HOURS: 3

CONTACT HRS/WK: 3

PREREQUISITES: Take one set. Set 1: ENG 090 and RED 090 – Set 2: ENG 095

COREQUISITES: None

INSTRUCTOR: Elaine Spellman

OFFICE NO: Building 3, Room 2

INSTRUCTOR'S EMAIL:
espellman@martincc.edu

OFFICE LOCATION: Building 3, Room 2

OFFICE NUMBER: 789-0305

OFFICE/VIRTUAL HOURS:
Mon: 3p-5p
Tues: 10:30a-12p & 2:30p-3:30p
Wed: 10a-12p & 2:30p-4:30p
Thurs: 10:30a-12p & 1p-3p
Fri: 10a-12p *(varies depending on site visits).*
**If any days/times are not convenient, please call for an appointment.

COURSE DESCRIPTION:
This course is designed to expand students' understanding of children's language and literacy development and provides strategies for enhancing language/literacy experiences in an enriched environment. Topics include selection of diverse literature and interactive media, the integration of literacy concepts throughout the curriculum, appropriate observations/assessments, and inclusive practices. Upon completion, students should be able to select, plan, implement and evaluate developmentally appropriate and diverse language/literacy experiences.

PROGRAM LEARNING OUTCOMES:

1.   **Promote Child Development and Learning (NAEYC Standard 1)**

   Key Elements: **1a:** Knowing and understanding young children's characteristics and needs.

   1b: Knowing and understanding the multiple influences on development and learning.

   1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.

2. **Build Family and Community Relationships (NAEYC Standard 2)**

   Key elements: **2a:** Knowing about and understanding diverse family and community characteristics.

   2b: Supporting and engaging families and communities through respectful, reciprocal relationships.

   2c: Involving families and communities in their children's development and learning.

3. **Observe, Document, and Assess to Support Young Children and Families (NAEYC Standard 3)**

Key elements: **3a:** Understanding the goals, benefits, and uses of assessment

3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
3c: Understanding and practicing responsible assessment to promote positive outcomes for each child
3d: Knowing about assessment partnerships with families and with professional colleagues

4. **Use Developmentally Effective Approaches to Connect with Children and Families (NAEYC Standard 4)**

Key elements: **4a:** Understanding positive relationships and supportive interactions as the foundation of their work with children

4b: Knowing and understanding effective strategies and tools for early education
4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches
4d: Reflecting on their own practice to promote positive outcomes for each child

5. **Use Content Knowledge to Build Meaningful Curriculum (NAEYC Standard 5)**

Key elements: **5a:** Understanding content knowledge and resources in academic disciplines

5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.

6. **Become a Professional (NAEYC Standard 6)**

Key elements: **6a:** Identifying and involving oneself with the early childhood field

6b: Knowing about and upholding ethical standards and other professional guidelines
6c: Engaging in continuous, collaborative learning to inform practice
6d: Integrating knowledgeable, reflective, and critical perspectives on early education
6e: Engaging in informed advocacy for children and the profession

COURSE LEARNING OUTCOMES:

1. Distinguish between stages of literacy development in young children – early, emergent, and conventional, including the role of the family.

NAEYC Standards:
1a: Knowing and understanding young children's characteristics and needs
5a: Understanding content knowledge and resources in academic disciplines

2. Compare major approaches used in teaching and assessing language and literacy development.

NAEYC Standards:
3b: Knowing about assessment partnerships with families and with professional colleagues
5a: Understanding content knowledge and resources in academic disciplines
5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

3. Evaluate books of various genres of children's literature and the use of graphic media used by authors/illustrators.

NAEYC Standards:
1a: Knowing and understanding young children's characteristics and needs

4. Design developmentally appropriate, culturally sensitive learning environments for all children that promote language and communication development.

NAEYC Standards:
1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

5. Plan appropriate experiences for children at each stage of literacy development including adaptations for all children with consideration of family and community resources.

NAEYC Standards:
1b: Knowing and understanding the multiple influences on development and learning

6. Create and implement developmentally appropriate language/literacy experiences and materials, using a variety of media, for use in a literacy rich curriculum.

NAEYC Standards:
4b: Knowing and understanding effective strategies and tools for early education
5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.

REQUIRED TEXTBOOKS:

Beaty, J.J., & Pratt, L. (2007) Early literacy in preschool and kindergarten (3rd ed.).
    Upper Saddle River, NJ: PEARSON/Merrill Prentice Hall. ISBN-13:978-0-13-705698-9

SUPPLEMENTAL RESOURCES:
Three-ring binder with paper and dividers; student calendar planner; pocket folders; pens and highlighters

LEARNING/TEACHING METHODS:
There will be a combination of lecture, outside reading assignments, writing, and discussion; individual and cooperative hands-on projects/assignments; quizzes and tests; as well as computer and other types of research throughout the semester.
This course will be structured by the following learning principles:
1. Learning is individual and social. The learning environment should support the student's individual development in the context of the group.

2. Learning must be student-centered and authentic. Students are less likely to retain information that is not relevant and meaningful.
3. Knowledge is constructed, not transmitted. While learners receive content, they must make it their own through higher-order thinking and inquiry.
4. Learning is experiential. Students learn better when they are actively engaged with the content they are studying.
5. Lessons should be challenging. Students learn best when they are given responsibility and choices in their own learning.
6. A learning environment must provide time for reflection. Teachers should balance the immersion in experience and expression between opportunities for the student to self-monitor and assess their progress, thus setting direction for further learning.

ASSESMENTS/METHODS OF EVALUATION:

1. Tests……………………………………………….………10% of grade
2. Outside Reading Assignments……………………………....15% of grade
3. Homework…………………………………………………...30% of grade
4. Lesson Plans……………………………………………......25% of grade
5. Student Dispositions……………………………….......... ....10% of grade
6. Final Exam……………………………………………….....10% of grade

GRADING POLICY:

A = 93 - 100
B = 85 - 92
C = 77 - 84
D = 70 - 77
F = 69 and below

COURSE OUTLINE:
Week 1:   Course Overview/Review Syllabus/Ice Breaker Activities
Week 1:   Chapter 1   Foundations of Early Literacy
Week 2:   Chapter 2   A Multicultural Perspective
Week 3:   Chapter 2   A Multicultural Perspective
Week 3: Note: MCC is closed on Monday, January 17; Monday classes will meet on Tuesday, January 18.
Week 4:   Chapter 3   Language Development in Young Children
Week 5:   Chapter 4   Sounds of the Language: Rhyme, Rhythm, and Song
Week 6:   Chapter 4   Sounds of the Language: Rhyme, Rhythm, and Song
Week 7:   Chapter 5   Sounds of the Language: Speaking and Listening
Week 8:   Chapter 6   Developing Eye-Hand Coordination
Week 9:   Chapter 7   Art as a Natural Language
Week 10: Chapter 8   Becoming a Writer
Week 10: Note: MCC is closed on March 9-11 for Spring Break.
Week 11: Chapter 8   Becoming a Writer
Week 12: Chapter 9   How Reading Emerges
Week 13: Chapter 10 Home Book Experience
Week 14: Chapter 10 Home Book Experience
Week 15: Chapter 11 Becoming a Reader
Week 16: Chapter 11/Course Review and Final Exam

Week 16: Note: MCC closed on Friday, April 22 & Monday, April 25; Friday classes will meet on Thursday, April 21.
*This outline is tentative and may be subject to change. As teachers and students, we must be flexible.

STUDENT ATTENDANCE POLICY:

Martin Community College recognizes that academic success is tied to regular attendance and completion of assigned work and tasks in a timely manner. Students are expected to attend a minimum of 80 percent of the total hours for a course, which includes classes, labs, and shops.

Some courses and programs have stricter attendance requirements of 85, 90, or 95 percent based upon the difficulty and complexity of the subject matter.   General Education and Developmental courses require 85 percent attendance. The attendance requirement for Early Childhood Education, Early Childhood Education/Teacher Associate, and School-Age students is ninety percent (90%).

The census date is the date on which ten percent (10%) of the total course hours have met. Students must be present in at least one class during the first ten percent (10%) of a course in order to be considered enrolled in the class. If a student has not attended at least one class by the ten percent census date, the instructor will administratively withdraw the student.

Students who miss more than six contiguous contact hours or fail to attend the required percentage of total hours without a justifiable absence and verifiable contact with the instructor may be administratively withdrawn from the class by the instructor and given a grade of "WF." The "WF" will be equivalent to an "F" when calculated into the student's GPA. The course syllabus will indicate what the instructor considers a justifiable absence and will define "verifiable contact." Students may remove a "WF" by submitting appropriate paperwork for an official withdrawal by the last day to officially withdraw without receiving an "F." The last day to officially withdraw without receiving an "F" is published in the academic calendar for each academic year. The official withdrawal date for mini sessions, block courses, or other non-traditional schedules are available from the registrar and will be included on the course syllabus.

Late work or make-up work receives an automatic deduction of ten percent (10%) from the earned grade for each day it's late. Students in clinical and cooperative educational work experiences must complete 100 percent (100%) of the required hours to receive a passing grade. Clinical or cooperative work experience make-up hours require clinical or cooperative educational work site approval and approval of the instructor.

Habitual tardiness and/or early departure in this course will be considered in computing class attendance as well as your professionalism grade.

Students will be counted absent from the date they register for each course.

Note: Under DVA regulations, the enrollment of veterans or dependents will be terminated or adjusted if they are administratively withdrawn or if they officially withdraw.

If an instructor fails to report for a class within 15 minutes of the scheduled beginning time and has not left instructions, those students present should sign a sheet before leaving and designate a student to submit it to the Dean of Academic Affairs and Student Services.

Missed Tests: Any missed test will result in a "0" for the grade.

REQUEST FOR EXCUSED ABSENCES FOR RELIGIOUS OBSERVANCES*

*In compliance with G.S. 115D-5, MCC policy permits a student to be excused, with the opportunity to make-up any test or other missed work, a minimum of two excused absences per academic year for religious observances required by the student's faith. The policy limits the excused absences to a maximum of two days per academic year.

Students who wish to be excused for a Religious Observance required by their faith must complete and submit a request form to the instructor(s) prior to the census date of each class. The ***Request for Excused Absences for Religious Observances*** form can be picked up from Student Services. This does not supersede the college-wide attendance policy as outlined in the college catalog or syllabus, with the exception of a reasonable accommodation for the make-up of missed course work.

COURSE POLICIES:
Professional Behavior Policy:
This course will rely heavily on in-depth discussions of course readings, homework assignments, in-class activities, and projects. Your attendance, being on time and participation are required. Attendance will be taken each class session. All readings which are assigned must be completed prior to class sessions where they will be discussed. Students are expected to contribute to the class by engaging in discussion with fellow students and the instructor. You will also be expected to actively participate during in-class activities.
I believe that each student has important perspectives to contribute, and your input will be valued. During this semester, I am not only interested in teaching content but also in developing your professional knowledge, dispositions, attitudes and behavior.

These traits include but are not limited to: being organized and prepared; effectively communicating; showing initiative; demonstrating commitment, honesty and reliability; utilizing problem-solving skills; being flexible and having a sense of humor; demonstrating a TEAM concept; accepting ownership/responsibility; etc. All of these attributes will be assessed with a professionalism score, which will be an important part of your overall grade.

Academic Integrity Policy:
Students in the Early Childhood or Teacher Associate Programs at Martin Community College are expected to exhibit the highest personal integrity in all academic work and behavior. Lying, cheating, and plagiarism are forms of academic dishonesty that violate the integrity of any academic process and WILL NOT be tolerated. For purposes of this class:

Lying includes but is not limited to falsifying information provided as verification for the reason you were not able to complete work on time.

Cheating is receiving, giving, or helping another student receive or give any information during a quiz, test, examination, or individual assignment without the express permission of the instructor; copying work from another student, or submitting work done by another student as your own; using unauthorized materials or equipment during a quiz, test, or examination, e.g. notes or books or electronic devices; communicating the subject matter, or contents of a quiz, test, or examination to another student unless specifically authorized by the instructor to share it; taking a quiz, test, or examination for another student; obtaining quiz, test, or examination questions beforehand, including viewing any quiz, test, or examination presented on the internet before answering for submission; tampering with the grading of a quiz, test, or examination; working with others in completing take-home quizzes, tests, or examinations, or individual assignments unless the instructor specifically authorizes collaborative work.

Plagiarism is to take ideas, writing, etc. from another and pass them off as one's own. Plagiarism is fraud, and under U.S. law it is theft. Almost all forms of expression are covered by some form of legal protection, as intellectual property of the originator. Using another's words or thoughts and not giving them credit appropriately is plagiarism.

Any violation of academic integrity will result in disciplinary actions for a violation of academic integrity. An instructor may give a zero for the assignment, quiz, test, or examination. The student will receive an "F" for the course and will be dropped from the current semester roll. For more information concerning the behavior expected of a student at Martin Community College, please see the Student Governance and Conduct Code of the Martin Community College Career Catalog.

Keep in mind that as your instructor, I am often asked to be a reference on your behalf. Academic integrity violations and/or violations of the Student Governance and Conduct Code, as well as a lack of professionalism may affect your ability to get a job in the future. You are studying to obtain work in a field that requires high standards. You should be developing your professional communication skills, attitudes, actions, and behaviors starting now.

If you cannot reach your instructor, you may contact Dr. Phyllis Broughton, Dean of Academic Affairs and Student Services at (252)789-0246 or (252)789-0247 by phone, pbroughton@martincc.edu by e-mail, or in person at her office in Building 2, Room 33.

To access the Martin Community College Career Catalog for policies and curriculum requirements, please go online to www.martincc.edu.

If you have a need for a disability-related accommodation, please notify the Student Services counselor at (252) 789-0293.