GRAYSON COLLEGE
Course Syllabus

Course Information
CDEC1356 Emergent Literacy for Early Childhood

Professor Contact Information
Instructor: Jennifer Quong, PhD
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Office location: Liberal Arts 212-b
Office Hours: TBA

Course Pre-requisites, Co-requisites, and/or Other Restrictions
This class requires 16 hours of field observation in childcare & preschool settings with children 8 years and younger. Failure to complete 16 hours or turn in the time log will result in a failing grade.

Course Description – An exploration of principles, methods, and materials for teaching young children language and literacy through a play-based integrated curriculum. Field experience required.

Student Learning Outcomes
1. Define literacy and emergent literacy
2. Analyze theories of language development
3. Describe the teacher's role in promoting emergent literacy
4. Create literacy environments and experiences for children.

Required Textbooks (ISBN # included) and Materials
Schickedanz, J. A., & Collins, M. F. (2013). *So much more than the ABCs: The early phases of reading and writing*. NAEYC. ISBN: 978-1-928896-88-3

Neuman, S.B., Copple, C., and Bredekamp, S. (2000). *Learning to read and write: Developmentally appropriate practices for young children*. National Association for the Education for Young Children. ISBN: 9780935989878

Smith, M. W., Brady, J. P., Anastasopoulos, L. (2008). *Early Language and Literacy Classroom Observation for the Preschool Classroom (ELLCO-PreK) Assessment Booklet*. ISBN 978-1-55766-947-6.

Suggested Course Materials
none

Required Assignments & Academic Calendar

In case of inclement weather, emergency closings, or other unforeseen disruptions to scheduled classes, student must log onto their Canvas accounts for directions on where or how to continue their coursework.

Tentative Course Calendar

Course Outline: This can be changed at instructor's discretion by announcement in class.

WEEK OF	SLO	CHAPTERS/Quizzes	TOPIC /Assignments Due
1		Orientation Quiz	Introductions Field Site Selection
2	1 2 3	Ch 1	Theories of learning and language development Play and Experiences Define literacy and emergent literacy Play Discussion
3	2 3	Ch 2	Oral Language Phonics Oral Language Discussion
4	2 3	Ch 3	Reading Learning to Read Discussion Field Experience 1
5	2 3	Ch 4	Books Concepts/Selection High Quality Literature Discussion Exam 1
6	1 4	Ch 6, 7	Writing Graphic Organizer Discussion Field Experience 2
7	1 3	Ch 5,8	Literacy Environments Literacy Rich Room activity Literacy Bags
8	4		Wrap-up Field Experience 3 **Exam 2 Due**

Quizzes
There are online quizzes for each chapter. They are open book but have a time limit. You will be allowed two attempts at each quiz. They cover both the chapters and the power points. You will not be able to take the quizzes after the due date unless you have a doctor's note. The last day to take the quiz is posted on the quiz. If you know ahead of time you will be gone or have difficulty, be sure to take them early. Do not wait until the last day as there are NO makeups for computer problems, etc. **Be sure that your Popup blocker is off when you take the quiz!**

Methods of Evaluation

Grading

Introduction		30 pts
Orientation Quiz		25 pts
NAEYC Quiz		10 pts
Literacy Bags		50 pts
Discussion boards	4 @ 25pts	100 pts
Attendance assignments	2 @25 pts	50 pts
Literacy Rich Room		50 pts
Field site selection/learning contract		20 pts
Field Experience Projects	1 @ 100 and 2 X 50pts	200 pts
Field Experience Time Log	16 hours of complete log time	175 pts
End-of-Course Student Evaluation		25 pts
Exams	2 X 50 pts	100 pts

Total points   835 pts

Grading Scale:
835-752 points = A
751-668 points = B
667-585 points = C
584-501points = D
500 and below = F

Grades notifications will be in the Canvas course shell. An overall view of grades will be available in the My Grades button in course. Quiz grades will be released immediately following the quiz. Specific feedback on assignments like module will be located in the assignment button under tab **Graded.** Rubrics will be used to assess your lesson plans assignments and portfolio.

Late Work Policy
No late work will be accepted. Students are urged to discuss extenuating circumstances with their instructor. Acceptance of late assignments will be at the instructor's discretion and a reduction in grade of 50%. Computers crash and power goes out and is not an excuse for late work and will not be considered an acceptable circumstance. Assignments not submitted in correct format are considered late and will receive a zero.

Exams
There are 2 exams. If you know ahead of time you will be gone or have difficulty, be sure to take them early. Do not wait until the last day as there are NO make-ups for computer problems, etc.
Be sure that your Popup blocker is off when you take the quiz!

Literacy Bags: Literacy bag is a bag with a children's book and an activity for a child or parent and child can read and do together.

Pick a children's books and create a literacy. Create an activity for the story. Activities range from puppets, to games, to props to act out the story to an art activity or writing activity. Explore literacy bags in the schools in which you are observing or online, however, the literacy bag must be created from scratch. Literacy bags will be judge on their book choice, activity and instructions for use. See rubric for details.

Attendance Assignments: (1) **Reflection of literacy:** In a minimum of one-page essay, answer the following questions:
What is literacy?
What is emergent literacy?

(2) Literacy Theory Word Wall
(3) Diversity Strategies

Modules
There are 8 weekly modules. Each module lists readings and work you will need to complete. All the requirements for each module are listed on the module checklist. All work for that module is due on the date listed on the calendar and in the syllabus. The module will give you instructions for where to turn in assignments. This course requires 16 hours of observation in 3rd grade classrooms and younger. Within the first week of class, submit the name of the facilities and its contact information in the appropriate assignment. See syllabus for further details about particular observation requirements.

Field Experiences Observations:
This course requires 16 hours of field observation in a public school in 3rd grade classrooms down to preschool or licensed child-care setting. At least 4 hours need to be in a preschool classroom. The student is responsible for locating and securing their own site in which to complete the required 16 hours of time. This time is not negotiable, it is required by the state of Texas for this course. If for some reason, you are asked to discontinue your observation at a school because of inappropriate behavior, dress, etc., you will be awarded a grade of F for the Field Observation component of this class. You cannot pass the course if you do not complete all 16 hours of the field observation time and submit a "readable" time log.

Field Experience 1: Reading with a child (50 pts)
In the classroom, during center time, read a book with a child. First see if the child wants to read the book to you. If not, read the book to the child. After reading the book, write up how you read the book with the child. Did you ask questions? Did the child ask questions? Did you stop and explain things or did you read it through? Did you read it all the way through? How many types did you read the book? Describe the age and gender of the child. Name the book you read with the child. Write this up in a one- to two- page paper.

Field Experience 2: Writing with a child (50 points)
In the classroom, during center time, write with a child. With a blank piece of paper, allow the child to pick the writing implement. Have your own paper and writing implement. Allow the

child to write/draw depending on the age of the child. Write on your own paper. How does the language/conversation develop? What did the child write? What stage of writing is the child in? Take a picture of the writing or make a copy of it and include with your write-up. Describe the student: what is the age, gender. Describe your surrounding. Write this up in a two- page paper in APA format.

Field Experience 3: ELLCO (100 pts) KEY ASSESSMENT

Conduct an analysis of the classroom you are observing in by using the Early Language and Literacy Classroom Observation. Use the Key Assessment direction in the Canvas course shell. Upload this file and the demographic page from the ELLCO (scan this page--this is the one with the number of children info)

End-of-Course Student Evaluation

The student will take the student evaluation to the teacher he/she spend the most time observing and helping in the classroom and have the teacher complete the checklist. If the teacher would like to review the evaluation, that would be preferable and have you upload the assignment. If the teacher would prefer to send the evaluation directly to them, I will email the teacher and he/she can email it back to me.

Methods of Instruction

An **explanation** of
(1) How the instructor will **communicate** with the students and how the students will communicate with each other?
> *Communication between the instructor and students will primarily be through the course site in GC Canvas. Frequent announcements, comments in the course discussions, responses to email, as well as feedback on homework assignments will be provided regularly. Students will primarily communicate with one another through the course discussions tool. In addition, students have the option to use Canvas mail, the Who's Online tool, as well as the Chat tool to communicate with each other.*

(2) How will online participation be **assessed and graded**?
> *In an online course, regular routine participation is extremely important. Online participation is assessed through a variety of methods including timely submission of assignments as well as logging in and checking the course site regularly. In addition, active participation in the course discussions is required. Generally, you should plan to check the course site, review new course materials, and participate in the discussions, 3 to 4 times per week. According to the syllabus, part of the course grade will come from online course participation.*

(3) How will the instructor **monitor the online activities** of the students?
> *Online course activities will be monitored through a variety of methods including active participation by the instructor in various course areas as well as utilization of the Course Tracking tool in Canvas. The Course Tracking tool provides detailed statistics for each student for various activities in the course.*

(4) How will the **standards of appropriate online behavior** be maintained?

 During the first week of class, an online orientation quiz will be taken. The instructor will monitor discussion boards and posts and will model appropriate behavior and provide feedback to students.

(5) The level of **technical competence** required of the students

 Students are expected to have a basic understanding of personal computers, internet browsing, desktop applications such as Microsoft Word, and file management (uploading, downloading, or sending files).

(6) What the minimum **computer hardware and software requirements** are for the class, and what department or college facilities are available to support these requirements for students who cannot afford to buy the technology?

 Generally, personal computers purchased in the last 3 years should be adequate to access GC Canvas. Software requirements include Microsoft Internet Explorer 7.x or higher (www.microsoft.com), the latest version of Sun JAVA (www.java.com), the latest updates to your operating system (Microsoft Windows XP or higher or Apple MAC OS X or higher), word processing program and the latest updates to your anti-virus and spyware protection. Students needing assistance with accessing instructional technology should contact the GC Help Desk. For more information, visit www.grayson.edu and select the Help Desk link.

(7) The **alternative procedures for submitting** work in the event of technical breakdowns

 Please do not wait until the last minute to submit assignments! Allow enough time before the due date and time to submit your assignments. Should there be a technical problem, immediately notify the instructor via external email or internal Canvas mail. Computer labs on campus and public libraries can be alterative sites. Alternative arrangements, if permitted, will be discussed at that time.

(8) **On-campus meeting requirements**

 none

(9) How **academic honesty** will be enforced.

 Papers may be submitted to turnitin.com for analysis of work.

Course & Instructor Policies

Make-up policy
Makeup work is ONLY available for those with a doctor's note or if I approve the absence before the class AND you e-mailed me about it. An excused absence will not deduct points from your attendance grade. These are defined as illness, family death, Grayson College school-sponsored activity, or approved religious holiday-however, appropriate documentation (A physician's return to school/work form, mortuary statement, field trip roster) **must** be provided within a week of your return date to class! Note: an email is appreciated but will not suffice as

documentation. Furthermore, a note from your parent, spouse, partner, significant other, or roommate does not constitute proper documentation.

Extra Credit
Extra credit is up to the discretion of the professor. Extra credit is only given in rare circumstances and in when offered will be available to the whole class.

Class Attendance
Academic success is closely associated with regular classroom attendance and course participation. All successful students, whether on campus or online, are expected to be highly self-motivated. All students are required to participate in courses regularly and are obliged to participate in class activities and complete and submit assignments following their professors' instructions. Students taking courses during compressed semester time frames such as mini-mester, summer sessions, and mid-semester should plan to spend significantly more time per week on the course. Responsibility for work missed because of illness or school business is placed upon the student. **In accordance with the College's Developmental Education Plan, students withdrawn from their only developmental course may be withdrawn from all academic courses.** In addition, students' eligibility to receive financial aid or live in a College dormitory can be affected by withdrawal from courses. When administrative withdrawal occurs, any tuition refund would be made in accordance with state regulations.

Absences in this course are measured by not logging into the course at least 3 times a week.

Classroom Behavior
In the online classroom, we will be following rules of Netiquette. For example, using capital and lowercase letters. Typing in all caps is like yelling. In addition, this course is to share and learn in a community of learners. Each student will be polite in e-mail and discussions with professor and other students and disagree in a constructive way.

Student Conduct & Discipline

Expectations for participation
Students are expected to log in a minimum of three times a week and participate in discussions. There is an initial post deadline prior to the end of the module. This allows each student to post his/her thought, read others and make evaluations about the content. These interactions have been showed to increase learning.

Written Work & Assignments
All assignments and papers must be in APA style double-spaced, in 12-point Times New Roman font for regular text, and with one-inch margins with a cover page (unless they are brochures or PowerPoints). The cover page and assignment MUST be in the same document. If the cover page is a separate document, it will not be given any credit. All papers must be submitted in one of the following word processing or publishing formats: PowerPoint, Publisher or Microsoft Word, Excel, or Access. If you do not have these programs you must use an .rtf file which is a rich text file or a pdf. *If a file comes that is NOT in one of these formats, you will receive a 0 for that assignment so be sure you are using one of the above. You will NOT be able to resubmit the assignment if*

submitted in the wrong assignment. Double check the attachment is NOT .lnk, .gdoc or .odt.

All written work unless otherwise specified should be turned in to the assignment page in Canvas. All assignments MUST be submitted as an attachment in the assignment links. NO assignment may be submitted in Canvas email or Grayson email. Any assignment submitted through emails will be awarded a 0.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the college's policy on plagiarism (see GC Student Handbook for details). Grayson College subscribes to turnitin.com, which allows faculty to search the web and identify plagiarized material.

Plagiarism is a form of scholastic dishonesty involving the theft of or fraudulent representation of someone else's ideas or words as the student's original work. Plagiarism can be intentional/deliberate or unintentional/accidental. Unintentional/Accidental plagiarism may include minor instances where an attempt to acknowledge the source exists but is incorrect or insufficient. Deliberate/Intentional plagiarism violates a student's academic integrity and exists in the following forms:
- Turning in someone else's work as the student's own (such as buying a paper and submitting it, exchanging papers or collaborating on a paper with someone else without permission, or paying someone else to write or translate a paper)
- Recycling in whole or in part previously submitted or published work or concurrently submitting the same written work where the expectation for current original work exists, including agreeing to write or sell one's own work to someone else
- Quoting or copy/pasting phrases of three words or more from someone else without citation, • Paraphrasing ideas without citation or paraphrasing incompletely, with or without correct citation, where the material too closely matches the wording or structure of the original
- Submitting an assignment with a majority of quoted or paraphrased material from other sources
- Copying images or media and inserting them into a presentation or video without citation,
- Using copyrighted soundtracks or video and inserting them into a presentation or video without citation
- Giving incorrect or nonexistent source information or inventing source information
- Performing a copyrighted piece of music in a public setting without permission

- Composing music based heavily on someone else's musical composition.

Assignments may be submitted to Turn-it-in. Students who are caught submitting plagiarized material or who have engaged in collusion on any course assignment or exam will receive a zero on the first assignment and an "F" in the course for any additional acts of academic dishonesty. Students who are caught cheating on any course assignment or exam will receive an "F" in the course

Student Responsibility
You have already made the decision to go to college; now the follow-up decisions on whether to commit to doing the work could very well determine whether you end up working at a good paying job in a field you enjoy or working at minimum wage for the rest of your life. Education involves a partnership that requires both students and instructors to do their parts. By entering into this partnership, you have a responsibility to show up for class, do the assignments and reading, be engaged and pay attention in class, follow directions, and put your best effort into it. You will get out of your experience here exactly what you put into it – nothing more and nothing less.

TITLE IX

GC policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veterans status.

Furthermore, Title IX prohibits sex discrimination to include sexual misconduct: sexual violence (sexual assault, rape), sexual harassment and retaliation.

For more information on Title IX, please contact:

- Dr. Molly M. Harris, Title IX Coordinator (903)463-8714
- Ms. Logan Maxwell, Title IX Deputy Coordinator - South Campus (903) 415-2646
- Mr. Mike McBrayer, Title IX Deputy Coordinator - Main Campus (903) 463-8753
- Website: http://www.grayson.edu/campus-life/campus-police/title-ix-policies.html
- GC Police Department: (903) 463-8777- Main Campus) (903-415-2501 - South Campus)
- GC Counseling Center: (903) 463-8730
- For Any On-campus Emergencies: 911

Grayson College is not responsible for illness/injury that occurs during the normal course of classroom/lab/clinical experiences.

Grayson College campus-wide student policies may be found on our Current Student Page on our website:
http://grayson.edu/current-students/index.html

These descriptions and timelines are subject to change at the discretion of the Professor.