



**KENNEBEC VALLEY COMMUNITY COLLEGE
FAIRFIELD, MAINE**

Social Sciences Department

Approval Date: TBA

Semester: Spring 2016

COURSE NUMBER: ECE 133 **CREDIT HOURS:** 3
COURSE TITLE: Language, Literacy and Literature **CLOCK HOURS:** 45
PREREQUISITES: ECE 131 or ECE 135 or
Permission of Instructor
CO-REQUISITES:

INSTRUCTOR	VOICE MAIL	OFFICE	E-MAIL ADDRESS
Jessica Powell	207-314-5846		jpowell@kvcc.me.edu

OFFICE HOURS: Availability upon request

TEXTS: NA

OTHER MATERIALS:

- **Early Childhood Learning Guidelines** - [PDF](#) (2.25MB), [MS Word](#) (211KB)
- **Infants & Toddlers Learning Guidelines** - [PDF](#) (1MB)
- Maine's Early Learning and Development Standards (MELDS)
- Various online articles – provided within the lessons

COURSE DESCRIPTION:

This course explores children's language and literacy development. Using State guidelines; materials, methods and modifications will be developed to implement approaches for language and literacy development. Through the evaluation of children's literature, standards will be determined for age appropriateness as well as cultural and linguistic competency. Barriers are defined and strategies established to incorporate language and literacy development in all areas of children's development and ensure success for the young child.

LEARNING OUTCOMES:

Upon successful completion of this course, the student should be able to:

1. Describe the significance of language, literacy and literature in Early Childhood
2. Identify the stages of language and literacy development (using the Maine Infant and Toddler Guidelines and the Maine Early Childhood Learning Guidelines) and how it corresponds with other developmental domains.
3. Relate the stages of language and literacy development to sources of print, writing and music
4. Identify standards for children's literature
5. Discuss the barriers of Language and Literacy development
6. Develop strategies and resources to break down the barriers of Language and literacy development
7. Develop methods and modifications of supporting Language literacy development through Literature and other developmental domains
8. Demonstrate proficiency in interpersonal communication*

9. Demonstrate proficiency in teamwork*
10. Demonstrate proficiency in oral communication*

**Essential Learning Outcomes demonstrate skills and knowledge related to general education learning outcomes as defined by the college. Specific rubrics within the course are used to assess these outcomes.*

COURSE CONTENT:

Lesson 1	The Importance of Early Language and Literacy
Lesson 2	First Experiences
Lesson 3	Putting it into practice - The development of Language and Literacy
Lesson 4	Selecting Appropriate Print and Other Sources of Language
Lesson 5	Building your Literature-to-Lesson-Plan library
Lesson 6	Methods of communication
Lesson 7	Communication Disorders
Lesson 8	Cultural and Linguistic Responsiveness
Lesson 9	Breaking down the Barriers
Lesson 10	Accommodations
Lesson 11	Tying it all Together

COURSE ACTIVITIES:

A more detailed description of assignments is posted in each individual lesson. Discussions are a large part of this class and are in almost every Lesson. I expect high participation in each one.

Activities include:

- Reflective essay quizzes –
 - The quizzes in this course are not simply yes or no answers. They will require you to process scenarios and reflect on early childhood practices presented to you in the lesson. Most of the quizzes are in essay format and must be completed by the end of the week in which they are assigned.
- Reflective Online Discussions –
 - Online discussions are the meat in this class. I require a high participation level which may include examples, reflection, processing, lesson planning and more. These are due at the end of the week in which they were assigned. The discussions will all be graded the same according to the rubric provided.
- Identification and creating standards for book selections –
 - Successful language and literacy development hinges on appropriate selections. You will be creating your own criteria for selecting appropriate children's books and other sources of literature based on resources provided for you.
- Book annotations –
 - Annotations will help you to build your literature library and lesson plan ideas. Through completing the annotations you will become more familiar with appropriate texts and the wide range of children's literature available.
- Lesson planning
 - Intentional teaching greatly enhances children's learning and through lesson planning we are able to understand and meet children's unique needs.
- Review of speech and language disorders and dual language learning
 - Language and literacy development is complex for all children. Understanding speech and language disorders as well as dual language learning will help to gain

better understanding of how to accommodate for children that need extra help.

- Plan for accommodations needed for individual children
 - Again, intentional teaching is key. Planning for accommodations within your lesson planning will only improve your ability to individualize and foster appropriate development for each child.
- Lesson plan implementation
 - What good is a lesson plan if you don't implement it? For this final project you will need to implement three lesson plans related to language literacy and literature. This project will be spread over a few weeks and contains several requirements related to everything you learned throughout the course.

Online Discussions

Online discussions form the backbone of an online class. It is very important for you to participate actively and fully in these discussions. These discussions will be graded and will be available for a specified amount of time (Monday morning until Sunday night on a given week in the course). You are required to participate in these discussions following the instructions that will be provided to you in the online Lessons.

Grading of the online discussions will be done in accordance to this grading rubric:

Name	Online Discussion Rubric		
Description	This rubric can be used to standardize the grading of online discussions.		
Rubric Detail			
	Levels of Achievement		
Criteria	Non Performance	Needs Improvement	Meets Expectations
Main Post	0 Points No participation or main post does not address the prompt in the instructions	20 Points Main post is present but does not go into sufficient depth, is missing particular components, or simply repeats what others have already posted...when applicable, claims are not substantiated with a reference.	40 Points Main post adds substance to the discussion and meets all the requirements of the prompt in the instructions...when applicable, claims are substantiated with a reference.
Reply Post 1	0 Points No participation or response post does not contribute to the discussion	10 Points Reply post is present but meets the criteria only in a superficial manner.	20 Points Response post is relevant to the discussion thread, introduces new information, asks a question, and/or provides unique insight into the conversation.
Reply Post 2	0 Points No participation or response post does not contribute to the discussion	10 Points Reply post is present but meets the criteria only in a superficial manner.	20 Points Response post is relevant to the discussion thread, introduces new information, asks a question, and/or provides unique insight into the conversation.
Mechanics	0 Points No participation or post is written with unacceptable spelling, grammar, and/or syntax errors	10 Points Errors in mechanics are minor, but are somewhat distracting from the message.	20 Points No substantial errors in spelling, grammar, and/or syntax, or APA Citations.

You are, of course, encouraged to post many times through the week. You are also encouraged to post EARLY in the week so that you can benefit from others' responses to your post and so that others may benefit from your responses).

Please review the online document titled "Course Expectations and Policies"

Special Assignments:

The following assignments are those that have been incorporated into this class to not only teach you course content, but to also enable you to demonstrate learning associated with the KVCC General Education Outcomes.

- Interpersonal Communication – Identification of communication barriers and observations of children

and staff

- Oral Communication – effective story reading
- Teamwork – working together to discuss the transition from the Maine Early Childhood Learning Guidelines to the Maine Early Childhood Development Guidelines.

GRADING:

Discussions.....	40%
Quizzes.....	15%
Other Various Assignments (outlines, annotations etc.).....	15%
Special Assignments.....	15%
Final project.....	15%

GRADING SCALE:

Letter Grades---Based on a final grade scale of 0-100, the following letter grades will be assigned:

95-100	A
90-94	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
Below 73	F

Please note that I will not be giving grades below a C. The rationale to this is that students who do not master more than 72% of the material in this class are not prepared to meet the expectations of future classes or programs that require this course. It simply means that you have not learned enough material to really say that you have “passed” the class.

COURSE EXPECTATIONS:

- See link within blackboard

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STUDENTS WITH DISABILITIES (2014)

In accordance with state and federal law, this College is committed to assisting qualified students with disabilities achieve their educational goals.

If you are in need of an accommodation in this course:

- Students must contact the Dean of Students, Enrollment Services Center, Frye Building, 453-5019, knormandin@kvcc.me.edu
- Students must provide current, appropriate documentation of their disability.
- Students must make a timely request for accommodation to the Dean of Students.
- Accommodations will not be provided until the faculty member receives a letter requesting accommodations. This letter is created with the Dean of Students and is supported by the documentation of said disability.
- Requests for accommodation must be renewed each semester for each course.

This document is available in enlarged print and on audio tape. Please contact the Dean of Students at 453-5019 or knormandin@kvcc.me.edu

NOTICE OF NON-DISCRIMINATION (2014):

Kennebec Valley Community College does not discriminate on the basis of disability in the admission to, access to, or operation of its programs, services or activities. Students requesting classroom accommodation should be forwarded to the Dean of Students, Enrollment Service Center, Frye Building, phone: 453-5019 or the Director of the Learning Commons, Lunder Library, phone: 453-5084

Complaints about College decisions related to disability accommodations or discrimination must be forwarded to Affirmative Action Officer and ADA Compliance Officer, Dean of Academic Affairs, Enrollment Services Center, 92 Western Avenue, Fairfield, ME 04937, phone: 453-5822.