

CDES 115: Early Literacy Foundations

Spring 2007 Hybrid Course

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#22265 3 units
9:00 a.m. – 12 noon

Saturdays 2/3, 3/3, 4/7 and 5/05
Village 5 -06

Catalog Description

Presents the theory and techniques for developing curriculum in the areas of language development, literacy skills, and uses of literature for young children.

Text

Early Childhood Experiences in Language Arts (8th edition) by Jeanne Machado. Textbooks can be ordered online from the college bookstore www.saddlebackbookstore.com or at other major online bookstores.

Course Objectives

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

1. Identify and plan for stage of language development.
2. Recognize individual differences in children's language and literacy development.
3. Evaluate children's literature.
4. Create appropriate environments to foster language and literacy development.
5. Integrate use of literature across the early childhood curriculum.
6. Demonstrate oral storytelling skills.
7. Identify quality components of children's book construction.

Hybrid Course

This course will be conducted mostly on line with **mandatory** class meetings on the days listed above. Students must be able to log into Blackboard and participate in online discussions, and submit work online. The class meetings will be active, hands on activities to provide additional information and assure understanding of content, as well as to provide time for students to present some of the assignments.

ASSIGNMENT POLICIES

Weekly Assignment Folders

- At the beginning of each week (Saturday morning) an assignment folder becomes available under "Assignments" In each folder you will find your reading and other assignments.
- Assignment folders are only available for the week assigned.
- Assignments for each week are due before the folder closes (Midnight on Fridays) First discussion posting is due on Saturday by noon to allow for classmate response.
- Late work is accepted through Wednesday midnight of the week it is due with a 10% point deduction

Discussion Board Policies

- **First posting for discussions are due by Saturday at 12 noon to allow for response time.**
- Students who miss this deadline will not be eligible for full credit, but will still receive at least partial credit depending on the quality of their posts (See Discussion Grading Criteria for full information)
- Students are expected to post to the discussion board at least 3 times spread out over the week
- Late discussion postings (after the midnight deadline) are not accepted

ASSIGNMENT GRADING CRITERIA

Participation and Grading Criteria for Discussion Forums

One of the fundamental foundations of my online classes is that they are not "self-paced" -- everyone must work together through the course. Additionally, online students perhaps in a more visible way than on-campus students are expected to have an active role in contributing to the learning of the entire class. In order for us to build meaning together and to learn from each other we need to be involved in conversations with each other. For this reason, it is expected that students will make at least 3 posts per week (one original, at least 2 replies unless otherwise stated). This number is based on this being a 3 unit course. Guidelines for earning full credit are as follows:

- Follow all direction
- Distribute posting evenly during the week (not concentrated all on one day or at the beginning or end).
- A minimum of 2 visits on different days is expected.
- First post of the week is due by Saturday 12 noon. You can post as many 'I agree' or 'great idea', type statements as you like, but these will not count for points. Reply points will be earned by either following the specific directions for that particular discussion, by adding a constructive idea or posing an open ended question to the author, including helpful links when you quote from other outside sources, and/or by bringing in related prior knowledge (work experience, prior coursework, readings, etc.) **Discussions will be graded using the following criteria:**

Not Satisfactory	Satisfactory	Outstanding
<ul style="list-style-type: none"> ▪ No Original Postings ▪ (Replies do not count as original) ▪ Rambling or unorganized thoughts ▪ Lack respectful consideration of classmates opinions ▪ Grammar and spelling errors detract from expression of thought ▪ Use of IM grammar ▪ Incomplete response 	<ul style="list-style-type: none"> ▪ Original posting with at least 2 appropriate replies to classmates. ▪ Includes all information asked for ▪ Postings done on only one day of the week, or clustered at the beginning or end ▪ First posting of the week done after noon on Saturday ▪ Demonstrates appropriate writing skills 	<ul style="list-style-type: none"> ▪ Original posting contributes to overall learning and knowledge of the class. May include links to additional resources on the topic. ▪ Replies expand upon classmates contributions. ▪ Succinct and to the point ▪ Demonstrates appropriate writing skills ▪ Three or more postings with the first one being done by noon on Saturday

Grading criteria for other assignments will be included with their directions.

COURSE GRADING CRITERIA

Other General Policies

Save a copy of all of your work on a jump drive or CD so that if something happens to your computer you will still be able to go to another computer to turn in your work on time. Lost work does not get graded.

If you will be traveling during the semester, make sure you know where there will be internet access as I expect you to always be able to find a connection and I do not extend dates unless Saddleback's server is down.

All work submitted as an attachment must be saved in either a .rtf or .doc type file and must include first and last name and ticket number just as if you were going to print it and turn it in. Always save work with your last name and week number in the file name like this: **smithlearningcenter.doc**

All work is to be original

Writing for this course is to be done at an academic level. While it is easy to slip into "text message" style grammar especially when responding to discussion postings and emails, please remember that all work is graded for appropriate use of language, spelling, and grammar. The recommended prep for this course is ENG 200 the expectations for your writing ability are listed at the end of this syllabus

STUDENT SERVICES, INFORMATION, AND EXPECTATIONS

Students with Special Needs

Special Services (Disabled Student Programs and Services) is committed to serving students with disabilities enrolled at Saddleback College and to serve you, the faculty, in your instructional capacity. We are a reliable source of information, consultation and liaison for all classroom and campus disability issues.

To qualify for services, students must have a known or documented disability, verification by an appropriate professional, and an educational limitation that precludes the student from fully participating in general instruction without specialized services or academic adjustments. Students should apply for eligibility in Special Services immediately after they complete their application for admission to the college.

Students are encouraged to speak with their instructors early in the semester to discuss their educational functional limitations and to make their instructors aware of authorized academic adjustments. Students are not required to disclose their specific disability but may do so out of personal choice. Students must inform you of their functional limitations within a reasonable time frame before quizzes, exams or finals.

All information related to a student's disability must remain confidential. If you have any questions concerning a student or disability, please contact the Special Services department for information at 582-4885 or in person in SSC 113. You may also visit their web page at <http://www.saddleback.edu/SS/couns/dsps/>

Saddleback Student Handbook

Please read about student services, student responsibilities, expectations for behavior, and academic integrity at this link or by picking up a hard copy in the Social and Behavioral Sciences Division Office.

<http://www.saddleback.cc.ca.us/media/pdf/handbook.pdf>

ENG 200 Recommended Preparation Expectations

All students are expected to be able to:

1. Recognize and correct all sentence faults, all punctuation faults, all capitalization faults.
2. Use a variety of sentence structures, employing appropriate vocabulary.
3. Write a variety of paragraphs, or multi-paragraph compositions, utilizing organizational strategies and topic sentence placement appropriate to the assignment.
4. Recognize the main idea, supporting details, inferences, and conclusions in written material.
5. Use deductive and inductive reasoning skills to develop paragraphs.
6. Write a 350-500 word essay using well-developed paragraphs to support a thesis.
7. Select and use a prewriting strategy to discover an approach, a thesis, and supporting details for a writing assignment.
8. Engage in peer-editing activities to respond to writing.
9. Create and maintain a journal.

Class Schedule

Week	Date	Topic	Reading Assignment	Discussion Postings	In Class Activities
1	2/03/07 In class	Orientation/Introduction to Language Development	Ch 1 &2	Introductions/ Roll Call	
2	2/10	Language Development in The Preschool Years	Ch. 3 & 4	Literacy Observation	
3	2/17	Understanding Differences & Achieving Goals	Ch. 5 & 6	Gender stereotyping	
4	2/24	Promoting Language and Literacy,	Ch. 7	Activity Plan - Language	
5	3/03 In class	Children's Books & Reading and Preschoolers	Ch. 9 & 17		Sorting Books Good Books
6	3/10	Developing Listening Skills	Ch. 8	Activity Plan - Listening Skills	
7	3/17	<i>SPRING BREAK</i>			
8	3/24	<i>Midterm - will be conducted on-line</i>			
9	3/31	Storytelling & Flannelboard Stories	Ch. 10 & 12	Activity Plan - Reading	
10	4/07 In Class	Poetry and Realizing Speaking Goals	Ch. 11 & 13		Oral Storytelling and Flannelboard Story
11	4/14	Group Times	Ch. 14	Storytelling Reflection	
12	4/21	Puppetry	Ch. 15	Activity Plan - Group time w/ puppet	
13	4/28	Writing Opportunities	Ch. 16	Activity Plan - Writing	
14	5/05 In Class	Language and Literacy Environments	Ch. 18 & 19		Constructed Children's Book
15	5/12	Final - <i>will be conducted online</i>		Study for TEST	

First Assignment (due next week)

Literacy Observation: (20 points) This will be submitted on the Discussion Board. You will observe 2 children: One between the ages of 0 – 2 (before their 3rd birthday) and the second one between 3 and 4 (before their 5th birthday) interacting with an adult in various literacy activities. You can observe the children at different times, not all at once, and your observation does not have to take place in a formal child care setting. Take notes concerning verbalness and interactions and other literacy behaviors.

What developmental characteristics did you see the children exhibiting? Use at least 5 specific concepts from your text. (Make sure you are using developmental concepts that would apply to the child's age).

What language/literacy developing techniques were used by the caregiver? Use at least 3 specific concepts and terms from your text.

Where would you place these children on the developmental continua? Use all that apply, but use at least three of the six.

In one paragraph describe the children and settings in which you observed.

Use bullet points to connect the children's behavior with the developmental concepts

Use bullet points to connect the caregiver's behaviors to language developing techniques.

Use a short paragraph to describe the child's level on the continuum. Make sure to tell why you think this is the level of the child.

Assignment	Points	
Posted on Discussion Board		
Activity Plans 5 @30	150	
Turn in Activities to Assignment Folder		
Literacy Observation	20	
Gender stereotype survey	10	
Storytelling Reflection	20	
Live Attendance		
In Class 4 @ 25	100	
Book Sort	25	
Oral Storytelling	25	
Flannel Board	25	
Constructed Book	25	
Midterm	50	
Final	50	

- 450 - 500 A
- 400 - 449 B
- 350 - 399 C
- 300 - 349 D
- 299 or below F