**IECE 381 -01**

Language & Literacy Methodology

*Spring 2017; Web Reference #* 51976

*Campbellsville: Thursday 4:00 – 6:45*

*Room EDU 119*

**School of Education Theme: Empowerment for Learning**

**Conceptual Framework Model**



**Instructor:** Ellen Hamilton-Ford  **Office Hours:**

**Office Location:** Education Building Room 116 \*Monday 12:00 – 2:00 CU or 3:00 – 5:00/Somerset

**Phone: 270-789- 5477(Office)** (\*Alternating Mondays)

**Cell phone: 270-321-0691**  Tuesday: by appointment

**Email:** **ehford@campbellsville.edu**Wednesday: 1:00 – 4:00 (Campbellsville)

**ECE Office: 270-789-5366**  Thursday: 11:00 – 2:00 (Campbellsville)

**Campus Security numbers:** Cell Phone (270) 403-3611 Friday: by appointment

 ***Other times available by appointment.***

1. **Description:**

This course covers developmental foundations, major issues, and curricular applications of language and literacy in inclusive early childhood programs. Specific attention is given to typical and atypical development; environmental influences that enrich or delay emerging literacy and language; methods, techniques, materials, and experiences for instruction and assessment; early childhood standards and learning goals; evaluation of language and literacy curricula, methods, and environments in early childhood programs. Curriculum mapping strategies used to integrate developmentally appropriate language arts content.

Required: 6 hours field experience.

*Prerequisite: ECE 280 or Consent of Instructor*

1. **Course Credits:** 3 credit hours
2. **Required Texts:**
3. Vukelich,Carol; Christie, James; and Enz, Billie. (2016). *Helping young children learn language and literacy: Birth through kindergarten (4th Ed.). Columbus, OH: Allyn & Bacon. [ISBN – 13: 9780134166063]*
4. Early Language and Literacy Classroom Observation (ELLCO) Toolkit, *Research Edition Paul H. Brookes Publishing Baltimore, MD* by Miriam W. Smith, Ed.D., Joanne P. Brady, M. Ed., & Louisa Anastasopoulos, M.P.P.
5. High Scope. The Early Literacy Skills Assessment (ELSA). Ypsilanti, MI: Author. [Data score sheets are available for purchase from IECE program]
6. SOE Document forms and other information may be accessed on Campbellsville’sStudent Tiger Net: <https://tigernet.campbellsville.edu/ICS/School_of_Education/>. Click on Students, Departments, School of Education then scroll down to see and access the ECE/Early Childhood forms. Note: these documents are in pdf format.

**Important -** All students are now required to purchase the KY Core Academic Standards document (which includes Kindergarten Standards for English/Language Arts, Math, and the new Science standards) plus all three (3) "Building a Strong Foundation for School Success" documents (KY Early Childhood Standards; Quality Self Study; excluding the Assessment Guide as it is currently undergoing revision). The ECE Program is no longer selling these documents and they are not attached to a specific course. Purchasing these documents is a Program Requirement. Some students may have already purchased some but not all of these documents. IT IS VERY IMPORTANT THAT STUDENTS CONTACT THE BOOKSTORE IMMEDIATELY TO PURCHASE THE DOCUMENTS THEY DO NOT HAVE. THEY MUST DO THIS THE FIRST WEEK OF CLASS. When the student contacts the bookstore, they should reference a course titled "ECE 000". It is a pseudo course established at the bookstore only for these particular documents. \*\*\*If a student has already purchased the KY Core Academic Standards, we will provide them with the new Science standards, free of charge. They will not have to purchase the KY Core Academic Standards again.

1. **Course Objectives:** Upon completion of this course, the student will be able to:

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **IECE 381- Language & Literacy Methodology** | **IECE KTS** | **NAEYC** | **CEC** | **InTASC****Categories** | **CAEP** | **ILA** | **IECE KTS Diversity Indicators** | **Technology Yes or No** |
| Understand and apply the developmental foundations for language and vocabulary development.  | 1, 3, 4, 6 | 1, 3, 4 | 1, 2, 6 | 1 | 1 | 1 | 1c,g; 2f; 3f | No |
| Understand and apply the developmental foundations for literacy development.  | 1, 3, 4, 6 | 1, 3, 4 | 1,2, 6 | 2 | 1 | 1 | 1c,g; 2f; 3f | No |
| Discuss environmental effects on language and literacy development and apply appropriate strategies to increase acquisition.  | 1, 3, 4, 6 | 1, 3, 4 | 3, 5, 6 | 1, 3 | 1 | 1, 4, 5 | 1c,g; 2f; 3f | No |
| Use the KY Early Childhood Standards as a framework for language and literacy curriculum development.  | 1, 3, 4, 6 | 1, 3, 4 | 7 | 2, 3 | 1 | 1, 2, 4, 5 | 1c,g; 2f; 3f | No |
| Plan, integrate, and implement language and literacy activities through literature, learning centers, technology, and play.  | 1, 3, 4, 6, 9 | 1, 3, 4 | 5, 8 | 2, 3 | 1, 2 | 1, 2, 4, 5 | 1c,g; 2f; 3f, 6f | Yes |
| Design a literacy rich environment.  | 1, 2 | 1 | 5 | 1 | 1 | 4, 5 | 2f | Yes |
| Evaluate the curriculum and environment for literacy and language development.  | 2, 4, 6 | 3, 7 | 8 | 3 | 1, 2 | 3 | 2f | No |
| Administer the Early Language and Literacy Classroom Observation (ELLCO) and the Early Literacy Skills Assessment (ELSA) and use results to improve instruction and environment. | 4, 5, 6 | 3 | 3, 4 | 1, 3 | 1, 2 | 2, 4 | 2f | No |
| Discuss effective strategies to involve parents in understanding language and literacy development and how to encourage development at home.  | 1, 6, 8 | 2 | 1, 2 | 1 | 1 | 1 | 1g, 8b | No |
| Discuss application of current brain research findings on language development.  | 7 | 5 |  |  |  |  | 3c |  |

**5. Course Field Experiences (6 Hours) and Tasks**

**1. Field Experience #1: Develop a Unit 35% 250 points**

Students will develop a modified unit plan using children's book as the theme**.** Unit includes the Lesson Context, Pre-assessment, Curriculum Web, one Lesson Plan and Unit Frame Work. **Students will implement one lesson plan with an Analysis, Reflection, Assessment of Learning Objectives and Documentation of a small group language arts activity. [**IECE Standard I, III, IX, VI, IX; PGES Domain 1, 2, 3 and 4]

**\*** Implement and documentation of lesson will be **BEAR Night at Campbellsville City School District,** *Date TBA.*

**1a.** As part of the unit presentation, students will make a formal class presentation to include a power point with children’s learning objectives, hands-on DAP activities, materials and furnishings for either a library corner, writing center or listening center for a preschool age classroom. The power point will include 5 language and literacy activities (a variety 5 total maybe 2 language and 3 literacy) that can be done independently in the learning center you choose. {IECE Standard I, II, III, V, IX} (PGES Domains 1 and 2)

 **1b.** At the same time students will present a Parent Take Home Kit. The kit will include materials and directions for a language and literacy activity that parents can share with their preschool child. (Example: Tips for cooking with children and what children learn from cooking with a parent and then enjoying the product together, story book “When You Give a Moose a Muffin”, muffin mix packet, disposable muffin tin, and feedback sheet for parent to complete and return.) The kit should be in an attractive decorated box or plastic bin with all materials required to complete the project. A parent feedback sheet should also be included in the kit. [IECE Standard I, VI, VIII; PGES Domain 1 and 4]

**2. Field Experience #2 (1 Hour) 5% 50 Points**

Students will observe and document the literacy program in an ***infant/toddler*** setting. Students will write a 1 ½ - 2 page summary of the experience [IECE Standard V; PGES Domain 4]

3. **Field Experience #3 (2 Hours)** **10%** **100 Points**

Students will administer the ELLCO (Early Language and Literacy Classroom Observation) in a ***preschool*** classroom. Students will write a 1 1/2 - 2 page paper summarizing the ELLCO results, which include **the Program Evaluation and Action plan** based on ELLCO assessment. [IECE Standard V; PGES Domains 3 and 4]

**5. Field Experience #4 (1 hour) 10% 100 Points**

Students will administer the ELSA (Early Literacy Skills Assessment). Students will write a 1 1/2 -2 page summary of the experience. [IECE Standard IV; PGES Domains 3 and 4]

6. **Field Experience #5 (1 hour) 5% 50 Points**

Students will spend 1 hour interviewing a **kindergarten teacher** in a public elementary school. Questions and topics of discussion should center around what the teacher considers “school readiness” means for preschool age children coming into kindergarten; and what children are expected to know about literacy and language when they pass into 1st Grade. [IECE Standard V, VI, X; PGES Domain 4]

* **Field Experience Sites**

Field Experiences sites are selected in collaboration with course instructor and may only be completed if the setting meets the assignment criteria. *Students who do not complete all field experience hours will be given an “incomplete” in the course.* *Students are expected to follow the Field Hour Guidelines provided by course instructors for all field work assignments.* Field Experience File must be complete ***prior to*** field experience. All Field Assignments are submitted with a Reflection. Specific instructions will be provided by course instructor.

* **Field Experience Summary Form**:

Students keep a Field Hour Log of all field work tasks for each entry. Each field visit must be signed by a responsible person at the site along with a phone number. Students total the field hours, complete all information, sign the form. You will scan and upload this form to Tigernet by May 5, 2017 to receive course credit. Instructor will print these, sign them and turn them in for program credit for you. Field Experience Tasks will not be credited toward course grade until the field hour log is received.

**\*Kentucky Field Experience Tracking System (KFETS)**: *All students will be required to set up an Educational Professional Standards Board (EPSB) account for the purpose of entering every completed Field Experience (FE). There is no charge to students to create this account. You will continue to keep and submit Field Experience Logs for each of your courses and have them entered into the SOE database through Gwen Sampson. This new system is for the Educational Professional Standards Board (EPSB) to track FE hours, which requires a certain number and representation of all types of FE in order for the state to approve a student for student teaching."*

**Fieldwork File**

**Must be completed prior to starting fieldwork**

The Fieldwork file includes the following documents, which are provided by course instructor or ECE/IECE Program Secretary at (270)/789-5366.

1. Criminal Background Report [signed release form]
2. **Current** TB Skin Test or Wellness Check [good for two years]
3. Signed Confidentiality Statement [Signature confirms reading the four Codes of Ethics governing ECE/IECE and teaching profession in Kentucky and commitment to abide by principles.]
4. Diversity Survey
5. Disposition Assessment Policy

**The completed file should be returned/mailed to course instructor or:**

Secretary, ECE/IECE Program

Education Bldg., Rm. 120

1 University Dr. UPO # 806

Campbellsville, KY 42718

1. **Write & Illustrate a Children’s Book**  **10** **% 100 points**

Students will write and illustrate a children’s book for preschool age children. Title, Topic and illustrations are student choice. Illustrations can be public domain pictures cut and glued from magazines, the internet or other appropriate choices. It is expected that students will incorporate the attributes of quality literature for young children in the book. [IECE Standard I, III, IX; PGES Domain 1 and 3]

1. **Tests 15% 150 points**
2. **Class Hybrids & Participation 20% 200 Points**

Students will receive a grade that reflects their attendance, promptness, class discussion, professionalism, organization, effort, attitude, and quality of work.

Extra Credit: Participate in Marion County Preschool Registration (Saturday Feb 4 from 10-12:30) by reading to families and children. (75 Bonus Point)

Location: Glasscock Elementary School East Main Street Lebanon, KY 40033

**GRADING SCALE:**

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

E = below 60%

**6. Course Outline:**

* 1. Theories of Language and Literacy Development
1. Language Acquisition
2. Language Development in Children of Linguistic Diversity
3. Environmental Influences on Language and Literacy
	1. Language Development in Infants and Toddlers
4. Brain Growth Research
5. Phonological Awareness
6. Phonemic Awareness
7. Phonics
	1. Language Development through the Early Childhood Years
8. Vocabulary Building
9. Dramatic Play’s Role in Language Development
10. Listening, Speaking, and Observing
11. . Writing/Drawing
	1. Literacy Development
12. Listening speaking, and Observing
13. Writing
14. Spelling
15. Reading
16. Language Arts Curriculum
17. Approaches
18. Models
19. Supporting Literacy Development through Adult/Child Interaction
20. Developmentally Appropriate Activities
21. KY Early Childhood Standards Framework
22. Strategies/resources to support English Language Learners
23. Literacy Rich Environments
24. Reading and Writing Centers
25. Book Selection
26. Assessment
27. ELLCO-Program Assessment
28. Individual Early Literacy Skills Assessment
29. Involving Parents
30. Parent Education
31. Encouraging Language Development and Literacy at Home

**8. PGES – Framework for Teaching (Charlotte Danielson Model):**

**Domain 1: Planning and Preparation**

 1a: Knowledge of content/pedagogy

 1b: Demonstrates knowledge of students

 1c: Selecting instructional outcomes

 1d: Demonstrating knowledge of resources

 1e: Designing coherent instruction

 1f: Designing student assessment

**Domain 2: The Classroom Environment**

 2a: Creating an environment of respect and rapport

 2b: Establishing a culture for learning

 2c: Managing classroom procedures

 2d: Managing student behavior

 2e: Organizing physical space

**Domain 3: Instruction**

 3a: Communicating with students

 3b: Questioning and discussion techniques

 3c: Engaging students in learning

 3d: Using assessment in instruction

 3e: Demonstrating flexibility and responsiveness

**Domain 4: Professional Responsibility**

 4a: Reflecting on teaching

 4b: Maintaining accurate records

4c: Communicating with families

4d: Participating in a professional community

 4e: Growing and developing professionally

 4f: Showing Professionalism

**Domain 5: Student Growth**

 5a: Student growth

**9. Performance Standards/Competencies**

This program leading to Interdisciplinary Early Childhood Education (IECE) certification has been designed to prepare candidates to teach young children with and without disabilities and support families from culturally and linguistically diverse backgrounds. While some aspects of all ten of the Kentucky IECE Teacher Standards may be embedded into this course, competency development in the following are emphasized:

***IECE Teacher Standards:***

* Standard I: Designs/Plans Instruction
* Standard II: Creates/Maintains Learning Environments
* Standard III: Implements Instruction
* Standard IV: Assesses and Communicates
* Standard V: Reflects/Evaluates Professional Practices
* Standard VI: Collaborates with Colleagues/Families/Others
* Standard VII: Engages in Professional Development
* Standard VIII: Supports Families
* Standard IX: Demonstrates Implementation of Technology

***InTASC Standards:***

* Category #1: Learner and Learning
* Category #2: Content Knowledge
* Category #3: Instructional Practice
* Category #4: Professional Responsibility

***NAEYC Program Standards:***

* Standard #1: Promote Child Development & Learning
* Standard #2: Building Family & Community Relationships
* Standard # 3: Observing, Documenting, & Assessing to Support Young Children and Families
* Standard #4: Teaching and Learning
* Standard #5: Becoming a Professional
* Standard #6: Conduct Self as Professional, Ethical, Collaborative

***CEC/DEC Special Education Standards:***

* Standard #1: Learner Development and Individual Learning Differences
* Standard #2: Learning Environments
* Standard #3: Curricular Content Knowledge
* Standard #4: Assessment
* Standard #5: Instructional Planning and Strategies
* Standard #6: Professional Learning and Ethical Practice
* Standard #7: Collaboration

 ***ILA Standards:***

* Standard 1: Foundational Knowledge
* Standard 2: Curriculum and Instruction
* Standard 3: Assessment and Evaluation
* Standard 4: Diversity
* Standard 5: Literate Environment
* Standard 6: Professional Learning and Leadership

***CAEP Standards:***

* Standard 1: Content and Pedagogical Knowledge
* Standard 2: Clinical Partnerships and Practice
* Standard 3: Candidate Quality, Recruitment, and Selection
* Standard 4: Program Impact
* Standard 5: Provider Quality Assurance and Continuous Improvement

 ***Kentucky Core Content - Competencies: Level IV***

* CC#1a, 1b: Child Growth and Development
* CC#4a, 4c, 4d, 4e, 4f, 4h: Learning Environments and Curriculum
* CC#5a, 5b: Child Assessment
* CC#6: Family and Community Partnerships

**10. EPSB Themes**

 ***Diversity – Course Content and Field Experiences***

* Curriculum unit and lesson plans

 ***Assessment – Course Content and Field Experiences***

* ELLCO and ELSA

***Literacy/Reading Education - Course Content, Assignments***

* Emphasizes children’s literature and related curricular activities
* Literacy strategies developed based on ELSA outcomes

 ***Closing the Achievement Gap – Course Content***

* Course emphasizes creating a literacy-rich environment, acquisition of early literacy and reading skills, and instructional strategies for literacy/reading that foster school success

**11. Diversity Proficiencies**

1. KTS/IECE 1.c Individualize curriculum, instruction plans, and assessment strategies for ALL children.

2. KTS/IECE 1.g Plan experiences and instruction based on family strengths, resources, priorities, and concerns.

3. KTS/IECE 2.f Create and maintain culturally responsive environments to support all children and families.

4. KTS/IECE 3.c Implement culturally responsive learning experiences to support children and their families.

5. KTS/IECE 6.f Articulate individual outcomes and unique needs for each child to staff and volunteers.

6. KTS/IECE 8.b Individualize interactions and activities that demonstrate sensitivity to characteristics of each child’s family community.

7. KTS/IECE 9.d Use technology to meet special needs of children

**12. POLICIES AND PROCEDURES:**

You are responsible for the lecture material presented in the classroom, the assigned readings in the text, videos, guest presentations and any other material covered in class, including handouts. Assigned readings are to be completed before class to facilitate better understanding and participation. Written assignments must be turned in on time. Class presentations must be ready on assigned date.

It is up to the discretion of the instructor to accept any late work, arrangements will be necessary. *Absolutely no late work will be accepted after the final day of class for the semester, see the CU calendar.*  Late assignments will result in 10% reduction in grade.

Papers will be typed in Microsoft Word unless otherwise noted. It is expected that all written assignments will conform to standards of documentation, organization, mechanics, legibility, and APA style. Task grades will reflect these standards.

**INCOMPLETE STATEMENT:** A grade of “I” is assigned when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The course requirements to change the “I”; grade must be completed within one semester from the time awarded. It is the student’s responsibility to complete the requirements within the required period. It is the professor’s responsibility to change the grade by filling out the proper forms in the Office of Student Records.

 **Plagiarism:** Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” (See ***Academic Integrity*** in the 2015 -17 Bulletin Catalog.)

Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own.

If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice-President for Academic Affairs will be notified of either consequence.

**ATTENDANCE POLICY**:   Regular attendance in professional education courses is expected of all students. It is a professional responsibility that is part of the disposition assessment of early childhood students. We will follow the School of Education attendance policy as stated. Students may miss a maximum of two classes for this course. After a second absence, students will receive an attendance warning from the Office of Academic Affairs and may be dropped with a failing grade after the third absence. All absences should be discussed with the instructor. All work is required to be made up. The student is responsible for accessing all course hand-outs and content covered during an absence. Students should contact instructors to discuss absences. *Note: students will not be penalized for absences excused by Campbellsville University; however, it is the student’s responsibility to notify the professor in advance of the excused absence.* It is also the student’s responsibility to insure that all assignments are submitted on due dates, regardless of date(s) of absences.

Students are expected to be engaged in class. Please be courteous of others in class if you need to use your cell phone for any reason. You should never text, email, face book, or tweet during class (or check these accounts).

**DISABILITY STATEMENT:** Campbellsville University is committed to reasonable accommodations for students who have documented learning and physical disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

**TITLE IX STATEMENT:** Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator.

Title IX Coordinator: Terry VanMeter 1 University Drive UPO Box 944 Administration Office 8A Phone – 270-789-5016 Email – twvanmeter@campbellsville.edu

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: [www.campbellsville.edu/titleIX](http://www.campbellsville.edu/titleIX)

**CONFIDENTIALITY** of children being observed must be strictly adhered to at all times. **NEVER** mention children’s real names ***when discussing/sharing in online forum*** or with anyone else in the community, school, etc. Children, parents, and teachers must be protected! Violation of this right of children and families can cause you legal problems, loss of job, etc.A parental permission form must be signed before administering any formal assessment procedure or videotaping/photographing children.

**DISPOSITIONS:** Course instructors complete a Disposition Evaluation for each student in their class each semester. These are submitted to the School of Education and placed in each student’s file.

You are responsible for your own learning. It is your responsibility to contact the instructor if you are having trouble with the course material.

**INCLEMENT WEATHER POLICY:** In case of inclement weather inclement weather, you may go to Campbellsville University’s Web site at [www.campbellsville.edu](http://www.campbellsville.edu).

**SECURITY INFORMATON**

 For your safety we ask that you place these phone numbers in your cell phone in order to call for HELP:

If on Campbellsville Main Campus (270) 789-5555 or cell phone (270) 403-3611.

All others call 911.

**SATISFACTORY ACADEMIC PROGRESS *(SAP)****In order to be eligible to receive financial aid, a student is required to have met certain standards of satisfactory academic progress (SAP) during his or her previous attendance, whether or not financial aid was received.*

* + *​A student is required to complete sixty-seven percent (67%) of all cumulative credits attempted (number of hours successfully completed divided by the number of hours attempted). Successful completion would be grades of A, B, C, D, or Pass; unsuccessful grades would be E, F, W, Z or Incomplete.​*
	+ A student is required to meet a minimum cumulative grade point average.  On a 4-point scale for Grade Point Average (GPA) it is required a student have a 2.0 grade point average after each semester.
	+ Students are expected to complete their degree/diploma/certificate program within a Maximum Time Frame (MTF) of 150% of the required number of credit hours to graduate. (e.g., programs requiring 72 credits will have a 108 credit maximum).
	+ ***It is the students’ responsibility to contact the Financial Aid Office about their Satisfactory Academic Progress status.******Withdrawing after the first week of class or taking in incomplete in a course may affect your continued access to financial aid."***

**SCORING CAP 3 PORTFOLIO ARTIFACTS:** CAP 3 portfolio artifacts must have a score of 2 or 3 to receive a pass for the course and for the eventual CAP 3 portfolio. A score of “1” indicates the piece is not portfolio ready. Students must re-do a “1” score on an artifact in order to receive credit for that assignment in the course. Students can still pass the course, but a “1” score will likely impact the grade received in the course. Students will be able to continue to work on their portfolio artifact after the end of the course –assuming they will want all artifacts to receive a score of “3.” **Course instructors will not be asked to “re-score” a sources of evidence/ an artifact that is submitted after the conclusion of the class.**

When students complete the course, the artifacts will be stored on a Program flash drive. Students may select sources of evidence/artifacts from this course for the CAP 3 e-portfolio. The scoring rubric completed in the course will not migrate with the artifact. This gives students opportunities to fix those artifacts after the course.

**\*The CAP 3 Portfolio Artifacts Developed in this course include:**

|  |  |
| --- | --- |
| IECE III Implements Instruction/Manages Instruction | SE Lesson Plan (with documentation and assessments completed for learning objectives/targets) |
| IECE IV (b,c)Assesses and Communicates Learning Results | Assessment to Monitor children’s developmental progress and/or to assess instruction  |
| IECE V (d)Reflects On & Evaluates Professional Practices | 1 Program Evaluation with Action Plan (ELLCO) |

**TENTATIVE COURSE SCHEDULE – SUBJECT TO CHANGE**

**IECE 381 Spring 2017**

**This schedule is tentative and subject to change at the discretion of the instructor. BEAR Night** *TBA*

|  |  |  |
| --- | --- | --- |
| Dates | Topics | Assignments |
| **Week 1:Jan 19****Face to Face** | Introduction to CourseTiger NetEarly Literacy Policy InitiativesCH 1 | * Activate CU Student email by emailing the instructor.
 |
| **Week 2: Jan 26****Hybrid** | Oral Language Development Ch 2Supporting Early Literacy in Natural Environments for Young Children  | Read CH 1 & 2**Hybrid Class Activity** |
| **Week 3: Feb 2****Face to Face** | Literacy Unit and Lesson PlanningLesson Context |  |
| **Feb 4 Extra Credit**Marion County Preschool Registration from 10-12:30 @ Glasscock Elementary School in Lebanon Ky 40033. |
| **Week 4: Feb 9****Hybrid** | Family Literacy and Language Development Ch 3 | Read CH 3 & Family Focus at end of each CH. **Hybrid Class Activity** |
| **Week 5: Feb 16****Face to Face** |  Assessing Young Children’s Language and Early Literacy: Finding Out What They Know and Can DoCh 9 ELLCO and ELSA Training | Read CH 9**Draft Pre-assessment (KWHL) and Web Due** |
| **Week 6: Feb 23****Hybrid** | Sharing Good Books with Young Children Ch 6 | Read CH 6**Hybrid Class Activity****Draft Unit Frame Work Due** |
| **Week 7: Mar 2****Face to Face** | Organizing Early Lang. and Literacy Instruct Ch 4 | **Draft SoE #2 Unit Lesson Plan Due** |
| **Week 8: Mar 9****Hybrid** | Facilitating Early Language Learning Ch 5 | **Hybrid Class Activity****Field Ex. #2: Literacy Observation of Infant/Toddler** |
| **March 13-17 Spring Break** |
| **Week 9: Mar 23****Face to Face** | Facilitating Early Language Learning Ch 5Reading Skills BEAR (Be Excited About Reading) NIGHT@ Campbellsville Elementary 5:30-6:30? |  |
| **Week 10: Mar 30****Hybrid** | **Test # 1** | **Hybrid Class Activity****Field Ex #5: Kindergarten Teacher Interview** **Due SoE #2 & 4 - Unit Lesson Plan and Lesson Analysis & Reflection**  |
| **Week 11: Apr 6****Face to Face** | Teaching Early Reading Skills Ch 7 | **Field Ex #4: ELSA Due** |
| **Week 12: Apr 13****Hybrid** | Using Storybooks with Preschool Children Teaching  | **Hybrid Class Activity****Write and illustrate a children’s book.** |
| **Week 13: Apr 20****Hybrid** | **CAP 4 Exit Event: No Classes**  | **Hybrid Class Activity****Complete Unit Due – KWHL, Web, Unit Frame Work** |
| **Week 14: Apr 27****Face to Face** | Teaching Early Writing Ch 8(Differentiation) | Read CH 8**Field Ex #3: ELLCO** **Due** |
| **Week 15: May 5****Face to Face** | **Unit Presentations**Supporting Literacy through Art Techniques (PPD) 5:15-6:15 p.m. | **Due:** * **Turn in** **Clinical**/**Field Experience Logs on Tiger Net**
* Complete FE on KFETS
 |
| **Week 16:****May 8-12**  | **Test # 2 Due May 8th****Finals Week** |  |