

LANGUAGE ARTS

2/22/07

2-3-3

COURSE NUMBER: ECD 131

CO-REQUISITE(S): ECD 101

COURSE DESCRIPTIONS: This course is a study of methods and materials in age-appropriate language experiences. Opportunities are provided to develop listening, speaking, prereading and prewriting skills through planning, implementation, and evaluation of media, methods, techniques and equipment. Methods of selection, evaluation, and presentation of children's literature are included.

TEXTBOOK(S): None

OTHER REQUIRED MATERIALS, TOOLS, AND EQUIPMENT: Schaeper, Rae Lea. Corduroy, A Repetitious Story Book Curriculum Guide. rlschaper@charter.net

Schaeper, Rae Lea. The Kissing Hand, Story Book Curriculum Guide. rlschaper@charter.net

METHOD OF INSTRUCTION: Online

GRADING SYSTEM:

940	-	1000	=	A
850	-	939	=	B
750	-	849	=	C
Below	-	750	=	F

GRADE CALCULATION METHOD: 40 Children's Books = 200 points; 12 Activities = 300 points; Storytelling Video and Response = 50 points; Public Library Story Hour = 50 points; Parent Newsletter = 50 points; Puppet = 50 points; Journal Article Response = 50 points; Book Assignment = 100 points; Test = 100 points and Literacy Video and Response = 50 points.

CONFIDENTIALITY: All students' e-mail addresses may be available to other students in the class. Although some assignments in an online course may encourage or require peer communication, the instructor will make every effort to protect the confidentiality of any personal

communication (for example, grades). However, you should recognize that e-mail and other electronic media are not secure; there is no guarantee of the privacy of your e-mail or other personal information.

**APPROPRIATE
ONLINE BEHAVIOR:**

The use of Spartanburg Community College's website, e-mail service or course management software for creation and/or distribution of material not pertaining to course participation is prohibited and is grounds for dismissal according to College policy under "disruptive behavior." Such actions, include, but are not limited to:

- Inappropriate use of email and discussion boards for:
 - ✓ Harassment
 - ✓ Unlawful solicitation
 - ✓ "Spamming"
 - ✓ "Flaming"
- Use of online editing tools within the course management software to:
 - ✓ Create offensive material
 - ✓ Link to inappropriate materials

**ATTENDANCE
POLICY:**

An electronic e-mail is required from each student to the instructor by the end of the drop/add period. At this time the Instructor will drop the student from the course if it is not received. Except in extenuating circumstances with approval by the division dean, instructors drop students from class when 80 percent attendance is not maintained. Attendance in an online course is defined by correspondence/interaction as required by the instructor.

The instructor in ECD 131 counts attendance as a minimum of one contact per week. Following the beginning of the semester, the week is defined as beginning at 12:01am on Sunday and ending at 12:00 midnight on the following Saturday. Contact includes communication with the instructor via e-mail, FAX, telephone, or office visit; or logging into the online course to access study tools, post discussions, or submit assignments.

Two weeks of no contact will be considered a failure to meet the 80 percent attendance requirement. The instructor will drop the student from the course and will

award a grade of “W” or “WF” based upon the student’s academic standing at the last date of attendance, which is defined as the date of last contact.

Assignments must be submitted by the deadline specified in the course agenda and calendar. Late assignments will not be accepted and will result in a grade of zero on the assignment.

**ACADEMIC
CONDUCT:**

ACADEMIC DISHONESTY: Students are expected to uphold the integrity of the College's standard of conduct, specifically in regards to academic honesty. All forms of academic dishonesty including, but not limited to, cheating on assignments/tests, plagiarism, collusion, and falsification of information will call for disciplinary action. Disciplinary action imposed may include one or more of the following: written reprimand, loss of credit for assignment/test, termination from course, and probation, suspension, or expulsion from the College. For further explanation of this and other conduct codes, please refer to the Student Handbook.

ACCOMMODATIONS:

Students who need special accommodations in this class because of a documented disability should notify Student Disability Services. You may contact Student Disability Services by calling, (864) 592-4811, toll-free 1-800-922-3679; via email through the Spartanburg Community College web site at www.sccsc.edu/SDS/; or by visiting the office located in the Dan Lee Terhune Student Services Building, room 112 of the Spartanburg Community College campus. By contacting Student Disability Services early in the semester, students with disabilities give the College an opportunity to provide necessary support services and appropriate accommodations.

COURSE
COMPETENCIES &
OBJECTIVES:

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

- I. Identify language arts activities that are appropriate for the different stages of development.
 1. Identify factors that influence language development.
 2. Discuss phonology, grammar, and the toddler's understanding of semantics.
 3. List characteristics of toddler language.
 4. Identify adult behaviors that aid the toddler's speech development.
 5. Identify characteristics of typical preschool speech.

- II. Plan, utilize, and evaluate a variety of media, methods, techniques, and equipment to support age-appropriate language arts experiences for young children.
 1. Describe emerging literacy in early childhood.
 2. Write an activity plan for a language art activity.
 3. Discuss ways to promote child involvement in simple plays, chants, and circle times.
 4. Use puppetry in language arts programming.
 5. List teaching techniques that offer young children opportunities for simple dramatization

- III. Select and evaluate quality literature that is appropriate for various stages of development.
 1. State goals for reading books to young children.
 2. Describe criteria for book selection.
 3. Demonstrate suggested techniques for reading a book to a group of children.
 4. List teacher techniques in storytelling.

- IV. Demonstrate the ability to print consistently with the style of manuscript that is used in public schools.
 1. Discuss the child's development of small hand-muscle control.

2. Outline the probable sequence of events occurring before a child prints his or her first recognizable alphabet letters.
3. Describe printscript alphabets
4. Plan print-awareness activities.