

ECE – 431 Syllabus Fall, 2015

InTASC Standards Addressed:

- a. Standard 1.0 Learner Development
- b. Standard 3.0 Learning Environments
- c. Standard 4.0 Content Knowledge
- d. Standard 5.0 Application of Content
- e. Standard 6.0 Assessment
- f. Standard 7.0 Planning for Instruction
- g. Standard 8.0 Instructional Strategies
- h. Standard 9.0 Professional Learning and Ethical Practices
- i. Standard 10.0 Leadership and Collaboration

NAEYC (NAEYC) Standards Addressed:

- j. Standard 1: Promoting Child Development and Learning
- k. Standard 2: Building Family and Community Relationships
- l. Standard 3: Observing, Documenting, and Assessing to Support Young Children
- m. Standard 4: Using Developmentally Effective
- n. Standard 5: Using Content Knowledge to Build Meaningful Curriculum
- o. Standard 6: Becoming a Professional

p. Standard 7: Field Experiences

ECE – 431

XI. Course Objectives:

Knowledge: Subject matter or discipline(s), Professional field of study, Pedagogical knowledge Pedagogical content knowledge, Professional knowledge.

1. Use knowledge of typical sequential development of language to Identify individual differences of young children in their development. **(INTASC1, NAEYC1a,)**
Measurement/Evaluation: Midterm and Case Study
2. Demonstrate understanding of the conditions that affect children’s development and learning. **(INTASC1, INTASC3, NAEYC1a)**
Measurement/Evaluation: Midterm and Case Study
3. Affirm and respect culturally and linguistically diverse children.
(INTASC 2, NAEYC1b, NAEYC1c)
Measurement/Evaluation: Midterm and Case Study
4. Observe, record, and assess young children’s development and learning and engage children in self-assessment for the purpose of planning appropriate programs for individuals. **(INTASC6, NAEYC3a, NAEYC3b)**
Measurement/Evaluation: Midterm and Case Study

Performance (Skills): The ability to use content, professional and pedagogical knowledge effectively and readily in diverse teaching settings in manner that ensures that all students are learning.

1. Create and modify environments and experiences to meet the individual needs of all children. **(INTASC1, INTASC2, NAEYC4a, NAEYC4c)**
Measurement/Evaluation: Midterm and Case Study
2. Demonstrate ways that teachers can contribute to language and literac development. **(INTASC5, INTASC8, NAEYC4.a. NAEYC4c)**
Measurement/Evaluation: Unit Plan

3. Use a variety of strategies to encourage children' physical, social, emotional, aesthetic and cognitive development. (INTASC5, INTASC8, NAEYC1c NAEYC4.a, NAEYC4c)

Measurement/Evaluation: Unit Plan

ECE – 431 Syllabus

4. Generate activities in early environments, where young children can explore talking, reading and writing. (INTASC8, NAEYC4.a, NAEYC4.c)

Measurement/Evaluation: Unit Plan

5. Demonstrate ability to develop and implement meaningful learning experiences in language and literacy. (INTASC5, INTASC8, NAEYC4.a, NAEYC4.b)

Measurement/Evaluation: Unit Plan

6. Develop positive and supportive relationship with children through individual and group guidance. (INTASC8, NAEYC4.a)

Measurement/Evaluation: Unit Plan

7. Establish positive, collaborative relationships with families. (INTASC10, NAEYC4a)

Measurement/Evaluation: Unit Plan

8. Trace and support emergent literacy skills (writing and reading to the very early years). (INTASC4, NAEYC5a)

Measurement/Evaluation: Unit Plan

Disposition(s): Values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, development as well as the educator's own professional growth guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice.

1. Establish and maintain physically and psychologically safe and healthy learning environments for children. (INTASC3. NAEYC1b, NAEYC1c)

Measurement/Evaluation: Case Study

2. Respect parents' choices and goals for children and communicate effectively with parents about curriculum and children's progress. (INTASC10, NAEYC2a, NAEYC2b)

Measurement/Evaluation: Case Study and Unit plan

3. Use informal and formal assessment strategies to plan and individualize curriculum and teaching practices. (**INTASC6, NAEYC3a, NAEYC3b**)

Measurement/Evaluation: Case Study and Unit Plan

ECE-431 –

4. Develop and use authentic, performance-based assessments of children’s learning to assist in planning and to communicate with children and parents. (**INTASC6, NAEYC3d**)
5. Select, evaluate, and interpret formal standardized assessment instruments and information used in the assessment of children, and integrate authentic classroom assessment data with formal assessment information. (**INTASC6, NAEYC3a**)

Measurement/Evaluation: Case Study and Unit Plan

Measurement/Evaluation: Case Study and Unit Plan

Results: In what ways do candidates demonstrate that their “patterns” of behavior, and what they know and are able to do to make a difference in student learning.

1. Design and implement a literacy case study for a young child in an early childhood program. (**INTASC6 NAEYC3a**)

Measurement/Evaluation: Case study

2. Generate a unit plan addressing the literacy needs of an early childhood preschool classroom. (**INTASC7, INTASC8, NAEYC4c**)

Measurement/Evaluation: Unit Plan

XII. Suggested Resources:

Required Text(s):

McGee, L.M. & Richgels, D.J. (2012). *Literacy beginnings: Supporting young readers and writers*. Needham Heights, MA: Allyn & Bacon

ECE – 431 Syllabus Fall, 2015

XIII. Course Assignments and Grades:

Course Requirements:

1. Text readings as assigned
2. Midterm
3. Case Study
4. Unit Plan
5. Present one Sound/Letter Activity/Lesson Plan

Course Grading:

- | | |
|--------------------------|-----|
| 1. Exam | 35% |
| 2. Case Study | 25% |
| 3. Unit Plan | 25% |
| 4. Sound Letter Activity | 15% |

Course Policies:

1. Projects are to be submitted on due dates.
Late projects will be penalized by one full grade.
2. Although content is of primary concern, appearance, grammar and composition, spelling and handwriting will be considered in grade determination of all course requirements.
3. All work is to be original.
4. Three (3) missed classes will result in an automatic F. Notify your instructor via email if you are going to be absent.

ECE – 431 Syllabus

XIV. Class Schedule

<u>Dates:</u>	<u>Topics</u>	
August 25	Course Requirements & Introduction	
Sept. 1	Understanding Children’s Literacy Development	Chapter 1
Sept. 8	Responses to Baby Talk/Or another activity	
Sept. 15	From Birth to Three: Literacy Beginnings	Chapter 2
Sept. 22	From Three to Five Years: Novice Readers & Writers	Chapter 3
Sept. 29	Phonics	
Oct. 6	From Five to Seven Years: Experimenting Readers & Writers	Chapter 4
Oct. 13	From Six to Eight Years Conventional Readers and Writers in Early, Transitional and Self-Generative Phases.	Chapter 5
Oct. 20	Midterm	
Oct. 27	Literacy Rich Classrooms	Chapter 6
Nov. 3	Supporting Literacy Learning in Preschools	Chapter 7
Nov. 10	Supporting Literacy in Kindergarten	Chapter 8
Nov. 17	Supporting Literacy learning in First Grade Case Study Due	Chapter 9
Nov. 24	Meeting the Needs of English Language Learners	Chapter 11
Dec. 1	Family Literacy Unit Plan Due	
Dec. 8	Presentation of Sound Letter Activity/ Lesson Plan	

ECE – 431 Syllabus Grading Criteria:

95-100	A
92-94	A-
88-91	B+
85-87	B
82-84	B-
78-81	C+
75-77	C
72-74	C-
68-71	D+
65-67	D
60-64	D-
59	F

ECE – 431 Syllabus Fall, 2015

Case Study Assignment

The objective of the case study is to find out about children's reading interests, attitudes of reading and writing comprehension, reading and writing strategies and language development.

In class you will examine reading and writing interest and attitude inventories, methods of assessing oral language and comprehension. You will choose an interest inventory, attitude inventory, interview, functions of print test, word attack test, and comprehension test.

Case Study criteria:

1. Case Report Form
2. Attitude Inventory
3. Interest Inventory
4. Print Function Test
5. Word Attack
6. Comprehension Test
7. Recommendations

ECE -431 Syllabus Fall, 2015

Case Report
(Use first name only)

I. Student Data

Student Name: _____

Date of Birth: _____ Age _____ Sex _____

School: _____

Parent/Guardian: _____

Home/Phone: _____

Examiner: _____

Dates of Examination: _____

II. Background Information

(Apply only if information is available)

- Family, Birth and Developmental History
- Social History
- Educational History
- Physical Factors
- General Behavior During Examination(Must include)

III. Assessment and Evaluations

1. List instruments administered and the score
2. Analysis and interpretation of each instrument follows
3. Synthesis of all sources

V. Instructional Plan

Approaches/Strategies/Methods, and recommendations for classroom instruction and parental support

ECE -431 Syllabus, Fall, 2015

Teaching Sound/Letter Activity/ Lesson Plan

- You will select one teaching activity relevant to phonemic awareness or phonological awareness
- You will submit a written copy of the procedure to your professor
- Demonstrate the activity to the class
- Discuss outcomes, time allowance, when this activity will fit in your scheduled day
- Materials needed and how will you evaluate this activity
- Please provide a hard copy for each class member

ECE – 431 Syllabus, Fall 2015

Unit Plan: Topic of Investigation (5 day)

Topic of your choice: (e.g., Insects, Plants, Nature, Animals, Space, Sports
Community Helpers, Water, The Future, Communities, Families and Traditions etc.)

This Unit Plan will be made up of listening, speaking, writing, language and reading experiences that children can explore and learn. You will include numerous activities that are relevant to your selected topic. Activities should be developmentally appropriate and ranging from early preschool to primary students (up to 2nd grade). It is suggested to have a content area based theme, such as the above listed science or social studies topics.

Criteria:

Topic: (See above list)

Introduction to your Unit: (Why is this topic important to young children?)

Target Vocabulary: (5 Challenging Topic and 5 Academic Content. Include child friendly definition of each and picture.)

Goals: Skills to be developed (Nevada Pre-K Content Standard/Nevada Academic Content Standard)

Introductory Activity/Lesson

DAY 1. How will you introduce the Topic: Motivation

You may have multiple activities that are all relevant to the topic of investigation and can be applied throughout the day

Lessons:

DAY 2 Direct Instruction and Independent Practice Activity

DAY 3 Direct Instruction and Independent Practice Activity

DAY 4 Direct Instruction and Independent Practice Activity

DAY 5 Culminating Direct Instruction and Independent Practice Activity

Each Lesson should include:

Objectives

Procedures: (Teacher Teaches, Class Practices Together, Independent)

Grouping patterns: (Whole Group, Small Group, One On One)

Evaluation (Rubric 3 point scale)

References:

CE – 431 Syllabus, Fall 2015

**Literacy Unit Plan
Fall 2014**

Each student will develop an original literacy unit plan and an original literacy lessons and a corresponding rubric for assessment of student learning for each lesson/activity. Present your lesson/activity and rubric to your classmates. (20 points)

Proficiency	Format (5 points possible)	Completeness of Information (15 points possible)	Presentation (5 points possible)
Exceeds Expectations	<ul style="list-style-type: none"> • Clear and logical sequence and order • Easy to follow • Typed • Appropriate grammar and spelling 	<p>* Provides Goals</p> <ul style="list-style-type: none"> • Follows lesson plan format and is not missing any components • Goals, objectives, and procedures are developmentally/age appropriate • Gives appropriate plans to simplify and extend lesson • Information is consistent 	<ul style="list-style-type: none"> • Clear and logical sequence/order • Understandable to audience • Posts a typed, logically sequenced one page handout to each class member
Meets Expectations	<ul style="list-style-type: none"> • Somewhat logical sequence and order • Somewhat easy to follow • Typed • Minimal grammar and spelling errors 	<ul style="list-style-type: none"> • Somewhat follows lesson plan format and/or missing one of the components • Most of the goals, objectives, and procedures are developmentally/age appropriate • Plans to simplify and extend lesson are inappropriate • Most information is consistent 	<p>Semi-logical sequence/order</p> <ul style="list-style-type: none"> • Difficult to understand • Posts a illogical, handwritten, or otherwise confusing handout to each class member
Below Expectations	<ul style="list-style-type: none"> • Difficult to follow • Illogical and unclear sequence and order • Not typed • Poor grammar and spelling are present • Illegible 	<ul style="list-style-type: none"> • Does not follow lesson plan format and/or missing more than two of the components • Goals, objectives, and procedures are not developmentally/age appropriate • Most information is inconsistent 	<p>Illogical sequence/order</p> <ul style="list-style-type: none"> • Does not provide a handout

SPECIAL NOTES * IMPORTANT PLEASE READ *

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. **It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses,** of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students’ access to

information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Rebelmail—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

Any other class specific information—(e.g., absences, make-up exams, status reporting, extra credit policies, plagiarism/cheating consequences, policy on electronic devices, specialized department or college tutoring programs, bringing children to class, policy on recording classroom lectures, etc.)