



El Camino College/Compton Center Childhood Education Department

<http://www.elcamino.edu/academics/behavioralsocial/childhooded/index.asp>

Preparing Childhood Education Professionals and Life-long Learners

The mission of the El Camino College Childhood Education Program is to provide relevant coursework, exemplary role models, and sound pedagogy to successfully prepare childhood educators to earn the required permits or degrees that will enable them to teach in diverse settings, to positively influence students and families in their communities, and to serve as advocates for children and the childhood education profession.

CDEV 119 - Language Arts for Young Children

(formerly CDEV-19)

3 Units (Fall 2009)

Wednesdays 1:30-4:40pm (section 2159)

6:30-9:40pm (section 2160)

Class Location: ARTB 313 (The Teacher Resource Room)

Instructor: Michelle Moen, M.A.
Office: ARTB 326E
Phone: 310-660-3593 x 3571
Email: mmoen@elcamino.edu or michellemoen@aol.com

Office Hours: Mondays 5:00-6:00pm
Tuesdays 4:30-5:30pm
Wednesdays 11:00am -12:30pm
Fridays 11:00am -12:30pm
By appointment/before or after class

Course Description:

This course focuses on the principles and methods of planning, presenting and evaluating language arts activities for young children ages two to five. Appropriate activities for expressive and receptive language development such as story telling, dramatic play, listening and emergent literacy will be examined. Methods for adapting language experiences for children with special needs will be discussed. This course is designed for teachers in training and teachers in service needing to develop or refine skills in planning and implementing language arts curriculum.

Course Objectives: Upon successful completion of this course, the students will be able to:

1. Identify developmentally appropriate language arts experiences, for children ages two through five, in diverse early childhood educational programs.
2. Compare and contrast theories in language development.
3. Formulate objectives and concepts for language arts experiences for young children.
4. Plan language experiences to foster cognitive, psychosocial, and physical development of young children.
5. Create and evaluate teaching materials for language experiences.
6. Present and evaluate language arts experiences for young children.
7. Adapt language arts materials and activities for children with special needs.
8. Plan, present, and evaluate language arts experiences to meet the needs of children from diverse cultures.
9. Develop and employ strategies to communicate the value of language experiences to parents of young children and how to develop language skills at home.
10. Evaluate State standards and the National Association for the Education of Young Children's (NAEYC) Developmentally Appropriate Practices and apply them to curriculum planning.

Student Learning Outcomes (Overarching learning goals for this course):

1. Compare and contrast play-based curriculum that supports children's cognitive, language, creative, physical and social/emotional development.
2. Design and implement curriculum based on observation and assessment to support play and learning using developmental, inclusive and anti-bias principles in collaboration with families to support all children.
3. Students will develop an activity plan for preschool children that is age-appropriate and includes: required materials, advanced preparation, developmental objectives, detailed procedures, and theme based-related activities.

Required Text and Materials

1. Machado, J.M. (2003 or 2007 or 2010). Early Childhood Experiences in Language Arts (7th or 8th or 9th edition) New York: Thompson Delmar Learning.
2. Fox, Mem (2001 or 2008) Reading Magic (1st or 2nd edition). Publisher: Harcourt or Scholastic or Mariner Books (depends on edition).
3. Students will furnish materials and supplies necessary for preparation and presentation of learning activities.
4. Additional handouts will be given in class.

Attendance Policy:

Attendance is vital to understanding the course material. Information and activities will be presented in class that may not be available in the texts. Therefore, students should strive to attend every class session. After three (3) absences, you may be excluded from the class or receive a failing grade. If it is past the drop deadline you WILL receive an "F". There are no exceptions to this policy. Please keep a close eye on your attendance.

Students are also expected to be punctual to class. Roll is taken at the beginning of the class hour. It is the student's responsibility to inform the instructor at the end of class if you arrive late, have personal/medical emergencies affecting your attendance, obtain information about missed classes from fellow students, and officially drop a class if you stop attending.

If you are having difficulty in meeting course deadlines or in understanding course materials, **you are expected** to discuss your situation with the instructor **before** it jeopardizes your grade for the course. Contact me so that we can develop some strategies to help you make this a valuable learning experience. Most problems can be solved or at least worked with, before they become serious.

You will also be participating in a variety of activities throughout the semester. All activities must be completed during class time. It is imperative that you are regular in attendance and active in all classroom activities. There are no make-ups for class activities.

Drop Policy:

The College catalog states that regular attendance is expected of every student. You are allowed a maximum of three (3) absences or you may be dropped from the class. If it is past the drop deadline, you will receive an F. It is your responsibility to drop the class. Refer to the current El Camino's Schedule of Classes for more detailed guidelines.

Withdrawal and/or Incomplete Policies:

Refer to the current El Camino's Schedule of Classes for more detailed guidelines.

My ECC

www.elcamino.edu. Click on MYECC. Access MYECC for email, services like adding, dropping and paying for classes, obtaining unofficial transcripts, etc.

Students with Special Needs:

Please inform the instructor during the first week of classes of any disability or special needs that you have that may require specific arrangements related to attending class sessions or carrying out class assignments.

Academic Honesty:

Each student is responsible for their own work, including test answers, in-class exercises, written assignments, and oral presentations. In college students are expected to cite and reference their material. When you are quoting another author, either directly or indirectly, always reference them by using a citation. Plagiarism is not acceptable. If a student plagiarizes, the student will be assigned an automatic zero on the paper with no possibility of resubmitting the assignment. Also students found to have engaged in academic dishonesty are subject to review as per college policy.

A guideline for APA style cite and references will be provided to avoid issues of plagiarism and to develop ones skill for proper writing technique. If you have any questions about what constitutes plagiarism or cheating, please ask the instructor. We will discuss these standards in class.

The El Camino and Compton College faculty, staff, and administration are dedicated to maintaining an optimal learning environment and will not tolerate academic dishonesty.

Classroom Rules of Conduct:

The best policy is to treat others, as you would like to be treated. This includes, but is not limited to:

1. Listening quietly and respectfully when others speak.
2. Arriving on time and staying for the whole class period.
3. Speak your opinion without judging others.
4. Being a good communicator of your ideas and opinions, i.e., speaking loudly enough for all to hear when you have the floor.
5. Turn off (or put on silent mode) all cell phones, pagers and anything else that rings, beeps, or buzzes during class.

If all observe the above policies, we can create an enjoyable, interesting and respectful learning community.

Course Projects and Assessment Policies

Assignment Guidelines

All students are expected to produce college-level work. One of the goals of this class is to prepare students to be successful professionals. Part of having a successful image is the ability to produce neat, legible, coherent, and grammatically correct written materials. **All of the written papers and assignments need to be typed** in a 12 point Times New Roman (or Arial) font, double spaced, and have a 1" margin from all sides. (Exceptions are made ONLY if arrangements are made with me ahead of time). All written papers will be evaluated for clarity, coherence, grammatical correctness, and reflectivity of the writer. It is strongly recommended that students have someone else proof read assignments prior to turning them in. Students may also seek individualized help provided by El Camino's Writing Resource Lab for your written papers. You may also meet with a tutor at the Learning Resource Center in the library. Good writing skills are essential to your success in college. Ten percent (10%) of the project's total points will be deducted for grammatical/structural/typographical errors.

Ten (10) percent of the assignment's total points (equivalent to one letter grade) will be deducted (per week) for late projects (other than reflection assignments and portfolios which may NOT be submitted late). You may resubmit your **FIRST ACTIVITY PLAN** to improve your grade. You have **one week** in which to turn in the revised paper. **You must include the original** with this upgrade. There are no make up-assignments or extra credit. Also please make copies of your assignment before submitting them and do NOT put assignments in individual plastic covers.

If you choose to email me assignments, you must send the assignment embedded in your ECC email (ie: not in an attachment) and provide a hard copy (for me to grade) the following week after it was due. Failing to do so will result in further point deductions. Emailed assignments are still subject to point deductions IF they are emailed past the due date. Email **ATTACHMENTS are NOT ACCEPTED**. Also, technical problems will not be allowed as excuses.

All assignments must be turned in on the established due dates and are due at the beginning of class (**INCLUDING EMAILED ASSIGNMENTS**). If you are late to class, your assignment will be considered late. Students should save all graded assignments for their portfolio and in case grade verification is ever needed. Detailed descriptions of all assignments will be given in class.

Methods of Evaluation and Grading

Evaluation of student's work is based on college level standards of proficiency, which are set out in grading rubrics for most every assignment. Many assignments will also provide the opportunity for the student to complete a self assessment.

. *Rubrics: a standard or guideline from which the student and Instructor can work from the same reference point for fair and effective evaluation of subjective work, such as essays, presentations and research papers. The student is able to understand what is expected and the instructor can grade student's work constructively (Santrock, 2003) Assignment Information and mark distribution is set out in Assignment Guidelines Handouts.

Late Assignments

Ten (10) percent of the assignment's total points (equivalent to one letter grade) will be deducted (per week) for late projects (other than reflection assignments and portfolios which may NOT be submitted late). You may resubmit your **FIRST ACTIVITY PLAN** to improve your grade. You have **one week** in which to turn in the revised paper. **You must include the original** with this upgrade. There are no make up-assignments or extra credit.

Emailed Assignments

If you choose to email me assignments, you must send the assignment embedded in your ECC email (ie: not in an attachment) and provide a hard copy (for me to grade) the following week after it was due. Failing to do so will result in further point deductions. Emailed assignments are still subject to point deductions IF they are emailed past the due date. Email **ATTACHMENTS are NOT ACCEPTED**. Also, technical problems will not be allowed as excuses.

Course grades will be based on the number of points you have earned out of 650 possible points in the course. Points will be available as follows:

Assignment	Possible Points	Points Earned
Reflection Assignments	90	
Class participation	50	
Website review	50	
Puppet Show	50	
Children's Book Presentation	50	
Teacher Created Materials (flannel story and your choice of two of the other options @ 25 pts.)	Total: 75	
Activity Plans (Storytime & literacy goals)	(50 each) Total: 100	
Philosophy Statement	25	
Reading is Magic	50	
Working with Children	50	
Literacy Fair	10	
Portfolio	50	
TOTAL POINTS	650	

At the end of the semester, I will add your scores on the projects and assign grades as follows:

A	90-100% of the possible points	(585 - 650)
B	80-89% of the possible points	(520 - 584)
C	70-79% of the possible points	(455- 519)
D	60-69% of the possible points	(390 - 454)
F	59% or fewer of the possible points	(389 or less)

Extra Credit

There will be no make up assignments or extra credit offered in this course.

Also this course does **NOT** use +/- grading. If you would like me to forward your "unofficial" grade, please leave a post card (purchased from the bookstore) or a self-addressed, stamped envelope (SASE) with a card inside.

College-Level Writing Requirements

Evaluation of student's work is based on college level standards of proficiency, which are set out in grading rubrics for most every assignment. Papers must be college-level and edited for spelling and grammar.

If you are having trouble, you can meet with a tutor at the Learning Resources Center in the library, or go to the El Camino Writing Center. Good writing skills are essential to your success in college.

El Camino College Support Services:	Main phone number 310-660-3593	
Childhood Education Department Office	ARTB 326	Ext. 6022
Writing Center	Humanities 122	Ext. 3873
Learning Resources Center	Library NW wing- 2 nd floor	Ext. 3511
Health Center	Health Center	Ext. 3643
EOPS		660-3464 ?
Career and Technical Education Teacher Pipeline	ARTB 320	Ext. 3589
Tutoring Center	Library West wing- upstairs	Ext. 3511
Teacher Education Program	ARTB 320	Ext. 3573

Communication is Key

If you are struggling with or have a question about any of the concepts that I am presenting in class please do not hesitate to talk to me about it. We can talk on the phone, you can fax me, e-mail me, meet during my office hours, or you can make an appointment. If you are an ESL student, or if you have any areas that you need assistance please contact me so that we can develop some strategies to help you make this a valuable learning experience.

Course Assignments

1. Textbook Chapter Assignments Each time you have a reading in the *Language Arts* textbook, you will submit a paper listing ten (10) new concepts you have gained from the reading. The reflections should be typed (or handwritten VERY neatly) on a separate sheet of paper and will be collected and graded each week as indicated on the syllabus. Detailed descriptions of chapter assignments will be given in class. **Late chapter assignments will not be accepted.**

Due: Ongoing

Points: 90 (10 points per chapter)

2. Class participation and attendance: All students are expected to read required assignments prior to the class meeting (for which it was assigned) and to engage in constructive critical dialog during class time as well as complete in class assignments. Students are also expected to show active listening skills, allowing all class members to be heard with equity.

It is the student's responsibility to obtain any information presented in the class in the event of an absence. Handouts may not be available from the instructor after the date of presentation. Due to the structure of the class, it is highly recommended that students attend all class sessions and keep up with the reading assignments. Make a copy of assignments submitted to avoid the potential loss of assignments.

Students will receive partial points (throughout the semester) on their in-class participation. There will be ten (10) different participation exercises and each will be worth 5 points. These may be paper-and-pencil, but are often group discussion and/or activities. Assignment of class participation points is at the discretion of the instructor based on individual student performance as noted above.

Due: Ongoing

Points: 50

3. Website Assignment: This assignment requires you to carefully review and select five (5) different Websites which need to **focus on Language Arts** (reading, writing, listening and/or speaking). Surf the Web, look in resource books, ask friends, parents, or teachers and find 5 websites that you feel would be of value in teaching language arts to young children. Carefully review each site to become familiar with what it offers. You are to compile a list that includes the web address and a 1-2 sentence description of what is on the site, evaluate the sites by answering the questions provided in the additional handout, and complete a self evaluation. Please answer in full sentence form (use complete sentences) and type the information. **DO NOT COPY AND SUBMIT SECTIONS OF THE WEBSITE.** Please make 35 copies of this list and distribute them to your classmates on the due date. Specific information will be provided in class.

Due: Sept. 16

Points: 50

4. Activity Plans: This semester you will write two (2) activity plans, one for each of the following:

- Storytime with books and props (due Sept. 30)
- LITERACY GOALS: *Phonological Awareness* (which associates sounds to written symbols...i.e: the alphabet) **OR** *Phonemic Awareness* (which focuses on sounds used to form spoken words) (due Nov.18)

Activity plans should be typed double-spaced using a standard 12 pt. font, and using the format provided by the instructor. You may resubmit your **FIRST ACTIVITY PLAN** to improve your grade. You have **one week** in which to turn in the revised paper. **You must include the original** with this upgrade.

Due dates posted above

Points: 100 (50 points each)

5. Children's Book Presentation: *If you could only have three (3) books in your classroom.....*For this assignment you will select three (3) books for young children (ages 2-8) that you will present to a small group; 1 fiction book, 1 non-fiction book, and 1 bibliotherapy book. For each book, you will submit a hand written (or typed) paper which answers the questions as listed on the handout. For your presentation please bring the books to class and be prepared to explain to others your rationale for choosing these 3 books as the 3 books to have if you could only have three books in your classroom. You will also be required to read one of the books to the class, provide copies of a ONE PAGE report to your peers, as well as fill out a self evaluation. A handout will be provided which lists the format and guidelines to be used for this assignment.

Due: October 14

Points: 50 Points

6. Reading Magic summary and reflection assignment The reflection needs to be comprehensive and designed in a way that demands critical thinking and demonstrates the student's ability to weave together discussions from previous chapters and class discussions. You will write a 1-2 page summary and a 1-2 page reaction paper to Mem Fox's book, Reading Magic. Your paper should be typed, double spaced using a standard 12-point font and include a title page. A handout with details and rubric will be provided.

Due: October 28

Points: 50 Points

7. Working with Children. Each student will be required to attend and participate in one (1) of the following:

- a. Children's Day – Saturday, October 10th, 2009
9:00 to 10:30 a.m. **or** 10:30 to 12:00 p.m.

OR

- a. Children's Story and Activity Hour: Library Lawn Friday, November 6th, 2008
Activities Time 9:30-11:30 a.m.

You will be participating for 1 ½ hours to 2 hours in ONE of the above events by creating and setting up an activity to present to children in attendance. You need to plan the activity, and supply the materials. Further details will be given in class regarding this assignment, along with a self evaluation form.

Points: 50

8. Puppet Show: Using an original or adapted script, you (individual or with one partner from class) will present a brief (5-10 minute maximum) puppet show to the class using concepts we have learned in class. Detailed instructions will be provided in class. You will be required to fill out a self evaluation and provide copies of your script to your classmates.

Due: Nov. 4

Points: 50

9. Philosophy Statement Assignment: For this assignment you will be asked to develop a written philosophy statement to include in your portfolio. This is a very personal statement that should reflect your own philosophy and beliefs. In a job interview, you will probably be asked to explain your philosophy of early childhood education and this assignment will help you identify the elements that are most important to you and that define you as a teacher. Every professional should be able to clearly articulate his/her philosophy of working with children. Guidelines will be provided in class.

Due: Nov. 25

Points: 25

10. Teacher Created Materials: Each student will use the specifically scheduled class time to **construct or create** three (3) age appropriate materials or projects. They will include a flannel story (which is mandatory) and your choice of two (2) of the other choices listed below:

- Flannel story -**MUST DO** (25 points)

Choose two (2) of the following:

- Sorting (25 points)
- Matching activity (25 points)
- 3 Part cards (25 points)
- Homemade book (25 points)
- Other idea (must be pre-approved and associated with Language Arts) (25 points)

Due: Dec. 2

Points: 75

11. SEALab Internship: Students may have the **option** of participating in the SEALab Internship project, if desired. This assignment can take the place of any 4 fifty point assignments (excludes the Portfolio assignment, class participation, etc.) for a total of 200 points. More information will be provided in class.

Due: Dec. 9

Points: 200

12. Literacy Fair Participation: On December 9th, you will bring your favorite teaching aid (teacher created material) to class for a brief presentation/display as well as to answer questions (with your classmates.)

Due: Dec. 9

Points: 10

13. Portfolio: This project is a collection from all of the activities, lesson plans, etc. which you have created for this specific class. Specific instructions (regarding content requirements and grading criteria) will be provided in class. Be sure to have the binder divided into "easy to find" sections (complete with tabs) in order to receive full credit. Be as creative as you like. The binders must be three-ring, approximately 1 - 2 inches in diameter for full credit. **No Late Portfolios Accepted. No Exceptions.**

Due: Dec. 16

Points: 50

Course Calendar

The following class schedule is designed to address the course requirements as outlined by El Camino Community College. Dates of lectures and activities are tentative based on the pace of the course throughout the session.

Week	Date	Major Topics and Reading Assignments Read Chapters Prior to Class Meeting	Assignment Due Dates
Week 1	Wed. Sept. 2	Introductions and Student Information sheets Review of course content and syllabus The Elements of Language Arts	
Week 2	Wed. Sept. 9	(Attendance is Critical) Assignments and Projects Overview Getting Acquainted – Code of Cooperation Developing a Literacy Environment- Part I Read and take notes on Chapter 3: <i>Preschool Years</i>	
Week 3	Wed. Sept. 16	Writing Activity Plans: Complete Instructions reviewed in Class Effective Group Times Read and take notes on Chapter 14: Group Times 1:30pm Guest Speaker: Toni Newman	Website Project Due (one copy)
Week 4	Wed. Sept. 23	Classifying Books & Reading to Children Read and take notes on Chapter 9: <i>Children's Books</i> <i>Overview of "3 Books" assignment</i>	
Week 5	Wed. Sept. 30	Research on listening, types of listening listening activities demonstration Read and take notes on Chapter 8: Developing Listening Skills	Activity Plan # 1: Story Time with Books (one copy)
Week 6	Wed. Oct. 7	Audience skills, puppet activities, costumes, props, creative drama Overview of Puppet Show Assignment Read and Take Notes on Chapter 15: <i>Puppetry and Beginning Drama Experiences</i>	
Week 7	Wed. Oct. 14	Children's "3 Books" Presentations Fine Motor and Language Arts materials displayed The role of the teacher Promoting Language and Literacy	1. Revised Activity Plan # 1 (optional) 2. Children's Book Presentations due: 3 Books in Your Classroom.....(1 copy of entire 3 page assignment <u>plus</u> 35 copies of ONE PAGE REPORT for classmates) 3. Children's Day report due
Week 8	Wed. Oct. 21	Read and Take Notes on Chapter 10: <i>Storytelling</i> Storytelling techniques Poetry, finger plays and chants Portfolio review Second Activity Plan workshop	

Week 9	Wed. Oct. 28	Read and Take Notes on Chapter 16: Print-Early Knowledge and Emerging Interest Print Rich environment Story Dictation Promoting Language and Literacy “Cut a Story” Philosophy workshop	<u>Reading Magic</u> assignment
Week 10	Wed. Nov. 4	Puppet Show Presentations	Puppet Show Presentations (35 copies of script)
Week 11	Wed. Nov. 11	Construction, presentation, and resources (felt boards) Read and Take Notes on Chapter 12: <i>Flannel (Felt) Boards and Activity Sets</i> Overview of Flannel story assignment	Children’s Story and Activity Hour report due
Week 12	Wed. Nov. 18	Developing a Literacy Environment – Part 2 The Parent-Teacher-Center Partnership Children with Special Needs State Standards & NAEYC practices Dramatic Play Boxes	Activity Plan # 2: Literacy Goals (one copy)
Week 13	Wed. Nov. 25	MATERIALS MAKING WORKSHOP –in class project	Philosophy Statements (one copy)
Week 14	Wed. Dec. 2	MATERIALS MAKING WORKSHOP –in class project	<u>Teacher Created Materials:</u> Flannel stories (mandatory) and your choice of two (2) of the other options/materials. (For a total of 3 items due)
Week 15	Wed. Dec. 9	Speech growth, conversation Read and Take Notes on Chapter 13: <i>Realizing Speaking Goals</i> SEALab Project Presentations (?) Literacy Fair	Literacy Fair: Bring teacher-created material Sign up for portfolio review time SEALab Project Due (optional assignment) Last day to submit late assignments
Week 16	Wed. Dec. 16	PORTFOLIO REVIEW NO LATE PORTFOLIOS ACCEPTED	Portfolios