Family and Consumer Science
Department Syllabus

Course Name: Literacy and Literature for Early Childhood  Course Number: FCS 2630
CRN: 26854

Meeting Days and Time: Tuesdays & Thursdays/ 10:30 – 11:45
Semester/Year: Spring 2015  Location: 106 NIB
Instructor: Dr. Cari Buckner  DSU Email Address: buckner@dixie.ed
Phone: 435-879-4252  Office Location: 112 NIB
Office Hours: T/Thurs: 12:00 – 1:00, Wed: 11:00-4:00

Course Description from Catalog: For Early Childhood Education associate degree students. This course introduces practical aspects of fostering literacy development in young children. It focuses on emerging and early literacy in the home, early care, and in educational settings with an emphasis on ages three through six. Studies strategies for holistic integration of the various literacy processes. Addresses the role of children's literature, the relationship between early language development and literacy opportunities and methods for developing language and positive attitudes toward books. This course has an embedded lab experience in the preschool where students will apply concepts they have learned in class.  


Family and Consumer Sciences Department Learning Outcomes:

1. Define currently accepted theory within the discipline.
2. Evaluate theory using applications and exercises to personalize the depth of knowledge and understanding.
3. Demonstrate professional practices specific to the discipline by completing assignments.
4. Show, in writing, the ability to think critically by:
   a. Gathering information
   b. Comparing and contrasting sources and quality of information
   c. Evaluating information for reliability and validity
   d. Creating resolutions/proposals to solve questions or problems within the discipline

Course Objectives:

• Analyze various theories of language development.
• Develop, administer, and analyze developmentally appropriate assessments to design effective instruction.
• Recognize developmental milestones of language development /communication of children.
• Describe the process of second language learning and integrate learner’s culture into meaningful literacy experiences,
• Define and promote literacy and emergent literacy.
• Create, present, and teach literacy activities for young children

• Select and utilize literacy materials that are individually and culturally developmentally appropriate to learning needs.

• Identify elements of a literacy rich environment that invites real life and meaningful literacy experiences and assists children in developing skills and a positive attitude towards literacy.

• Demonstrate professional ethical behavior in relationship to colleagues, children and parents

Course Assignments and Assessments

1. Class Presentation on a Children’s Author 50 pts
   • Dr. Seuss Reel Drummond
   • Todd Parr Ed Emberly
   • Gail Gibbons Lois Ehlert
   • Mo Willems Sandra Boynton
   • Julie Andrews Audrey Wood
   • Tedd Arnold Leo Lionni
   • Mercer Mayer Frank Asch
   • Rick Walton Judith Viorst

2. Case Study of a Child’s Language Development in the Preschool 100 pts
   • Student will select a child from the Dixie State College Pre-school. The student will observe the selected child to identify where the child is in his/her language development and write a 3 – 5 page case study about their observations.

3. One Literacy Lesson Plans 30 pts
   Student will write one literacy lesson plan and teach it students in class. The lesson plan will focus on a literacy skill we have talked about in class and could be used to help young children develop language and literacy skills.

4. Create a File of Children’s Literature books that could be used in teaching young children. In this file you might include are: 50 pts
   * A-B-C books
   * Rhyming books
   * Counting books
   * Books about science topics
   * Pattern books
   * Interactive books

5. Plan 1 Dramatic Play Prop Box That Develop Language and/or Literacy Skills 25 pts.

6. Create a collection of songs, finger plays, etc. that appropriate for young children. This will be your midterm. For the midterm, you will turn in your collection, and teach the class two songs, finger plays, etc. to the rest of the class. You will receive 30 pts on this assignment for your collection and 20 pts for your presentation 50 pts

7. Two Literacy Centers: Design two literacy where young children work independently or with little assistance. Each center should be a developmentally appropriate activity that helps a child develop oral language skills, letters, letter-sound correspondence, beginning sounds, etc. 25 pts each

8. Final Exam 100 pts
Instructor policy on late assignments, missed exams/quizzes, and unexcused absences:

- If you are having difficulty in meeting the requirements, assignments, etc. in this class, please contact me as soon as possible so that we can work together to help you have a successful semester in this class.

- Assignments turned in more than a week late from the due date will receive a 0 on the assignment. Assignments will not be accepted if turned in more than one week late.

Grading Scale:

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Spring 2015

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Important Semester Dates

- Jan 12: Classwork Starts
- Jan 15: Last Day for Waitlist
- Jan 16: Last Day to Add Without Signature
- Jan 19: Martin Luther King Jr. Day
- Jan 22: Drop/Audit Fee Begins ($10 per class)
- Jan 22: Residency Application Deadline
- Jan 27: $50 Late Registration/Payment Fee
- Feb 2: Spring 2015 Associate's degree Graduation Application Deadline
- Feb 2: Pell Grant Census
- Feb 2: Last Day for Refund
- Feb 2: Last Day to drop without receiving a "W" grade
- Feb 4: Courses dropped for non-payment
- Feb 6: Last Day to Add/Audit
- Feb 16: President's Day
- Mar 2: Summer 2015 Bachelor's degree Graduation Application Deadline
- Mar 2: Mid-Term Grades Due
- Mar 6: Last Day to Drop Individual Class
Important Links: As a student at Dixie State University, you have access to several helpful resources:

- **Library**
- Computer Lab (located at the Smith Computer Center and the Library)
- **Disability Resource Center** - Provides services and accommodations to students with disabilities.
- **IT Student Help Desk** - We provide support for the following: Blackboard Vista, Dmail, wireless, software resources for students, and student laptop lease program.
- **Online Writing Lab** - Many writing classes utilize this site. Among other things, students can use the Online Writing Lab to submit papers electronically to the Writing Center.
- **Testing Center**
- **Tutoring Center** - Free and open to all students. Improve your study skills and clarify concepts and class material.
- **Writing Center** - "Our mission is to help you become a better writer by approaching your assignments as a process of invention, writing, and revision."

See our **Campus Map** for the location of these and other resources.

**Policies and Statements**

- **Disability Statement:**

  If you suspect or are aware that you have a disability that may affect your success in the course you are strongly encouraged to contact the Disability Resource Center (DRC) located at the North Plaza Building. The disability will be evaluated and eligible students will receive assistance in obtaining reasonable accommodations. Phone # 435-652-7516 M.

- Academic dishonesty / Academic integrity policy
- Reference to "[Policy for Absences Related to College Functions](#)"
- **Disruptive behavior policy** / classroom expectations
- Dmail:
You are required to frequently check your Dmail account. Important class and university information will be sent to your Dmail account, including DSU bills, financial aid/scholarship notices, notices of cancelled classes, reminders of important dates and deadlines, and other information critical to your success at DSU and in your courses. To access your Dmail account, visit go.dixie.edu/dmail. If you do not know your Dmail username or you have forgotten your PIN, visit go.dixie.edu/mydixie and follow the respective instructions.
**Course Outline**

**Dr. Cari Buckner**  
[**buckner@dixie.edu**](mailto:buckner@dixie.edu)  
435-879-4252

<table>
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<tr>
<th><strong>Tuesday</strong></th>
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| Jan. 13: Introduction to Class  
Review Syllabus  
Visit to the Library | Jan. 15: Chapter 1: Learning Theories  
Read pgs. 3 - 19 |
| Jan. 20: Chapter 1: Balanced and Comprehensive Literacy Instruction  
Read pgs. 20 – 29  
Quiz on Chapter 1 | Jan. 22: Chapter 2: Research on Assessing Early Literacy Development/ Standardized Tests  
Read pgs. 31 – 45 |
| Jan. 27  
Chapter 2: Assessing Young Children in literacy development  
Literacy Standards and assessment/ Stages of Child Development  
Read pgs. 45 - 58 | **Jan. 29 Preschool Child Observation (10:30 – 11:00)**  
You will meet the preschool student that you will be working with for your case study for the class. You will be applying some of the skills you learned in chapter 2. |
| Feb. 3  
Chapter 3: Literacy and Diversity  
Multicultural/Diversity Needs  
Read pgs. 61 - 80 | Feb. 5  
Chapter 3: Special Needs/Students at Risk  
Read pgs. 81 - 85 |
| Feb. 10  
Chapter 3: Literacy Centers  
Differentiation of Instruction  
Read pgs. 86 - 93 | Feb. 12  
Chapter 4: How Children Acquire Language/Stages in Language Development  
Read pgs. 96 - 107 |
| Feb. 17  
Chapter 4: Helping English Language Learners/Strategies for Language Development  
Read pgs. 107 - 123 | **Feb. 19 Preschool Child Observation (10:30 – 11:00)**  
**Children’s Literature File Due** |
| Feb. 24  
Class Presentations on Children’s Authors | Feb. 26  
Chapter 5: Figuring out Words/ Reading Readiness Activities  
Read pgs. 136 - 148 |
| Mar. 3  
Chapter 5: Figuring out words/Reading Readiness  
Read pgs. 148 - 198 | Mar. 5: **Midterm** – Collection of songs, fingerplays, and nursery rhymes  
**Bring 15 copies of each page** |
| Mar. 10: **Spring Break** | Mar. 12: **Spring Break** |
| Mar. 17  
Chapter 6: Concepts About Books  
Read pgs. 202 - 205 | Mar. 19  
**Preschool Child Observation (10:30 – 11:00)**  
You will be applying some of the concepts you have learned in chapters 4 & 5 |
| Mar. 24  
Chapter 6: Teaching Comprehension Strategies  
Read pgs. 206 - 231 | Mar. 26  
Chapter 7: Writing, Spelling, and Literacy Development  
Read pgs. 256 - 270 |
| Mar. 31  
Chapter 7: Writing with Young Children | **Apr. 2 Preschool Child Observation**  
You will be applying some of the concepts you have learned from chapters 6 & 7 |
| Apr. 7  
Chapter 8: Motivating Reading/Writing | Apr. 9  
Dramatic Play and Literacy |
| Apr. 14  
Chapter 9 **Literacy Lesson Plan Due** | Apr. 16  
Chapter 10/11  
Family Involvement  
**Case Study Due** |
| Apr. 21  
Literacy Lesson Presentation | Apr. 23  
Literacy Lesson Presentation |
| Apr. 28  
Literacy Lesson Presentation  
Dramatic Play Literacy Page Due | May 7  
Final Exam Thursday 9:30 – 11:30 a.m. |