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| **PROFESSOR:** | **PHONE NUMBER:** |
| **OFFICE LOCATION:** | **E-MAIL:** |
| **OFFICE HOURS:** | **SEMESTER:** |

1. **COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:**

**CHD 2324 EARLY CHILDHOOD LANGUAGE ARTS AND READING (3 CREDITS)**

Students in this course will study language and literacy development and the connections between listening, speaking, writing, and reading. The role of the adult in creating developmentally appropriate activities and environments for fostering emergent literacy will be explored.

1. **PREREQUISITES FOR THIS COURSE:**

None

**CO-REQUISITES FOR THIS COURSE:**

None

1. **GENERAL COURSE INFORMATION:** Topic Outline.

• Elements of language and communication

• The role of the environment in supporting emergent literacy

• The developmental continuum of reading and writing

• Choosing and reading children’s books and poems

• The importance of home-center partnerships and awareness of cultural differences

1. **All courses at Florida SouthWestern State College contribute to the general education program by meeting one or more of the following general education competencies:**

**C**ommunicate clearly in a variety of modes and media.

**R**esearch and examine academic and non-academic information, resources, and evidence.

**E**valuate and utilize mathematical principles, technology, scientific and quantitative data.

**A**nalyze and create individual and collaborative works of art, literature, and performance.

**T**hink critically about questions to yield meaning and value.

**I**nvestigate and engage in the transdisciplinary applications of research, learning, and knowledge.

**V**isualize and engage the world from different historical, social, religious, and cultural approaches.

**E**ngage meanings of active citizenship in one’s community, nation, and the world.

**A.**  **General Education Competencies and Course Outcomes**

1. Listed here are the course outcomes/objectives assessed in this course which play an integral part in contributing to the student’s general education along with the general education competency it supports.

General Education Competency: **Think**

Course Outcomes or Objectives Supporting the General Education Competency Selected:

* The students will design developmentally appropriate activities for children from birth-age 8 that integrate listening, speaking, reading, and writing.
* The students will design an early childhood environment that embeds language and literacy opportunities throughout.
* The students will design and employ activities to support children’s developing skills in oral language, vocabulary development, phonological and phonemic awareness, concepts about print, and letter name recognition.
* The students will develop and share culturally appropriate language and literacy activities.
* The students will classify children’s developmental stages in reading, speaking and writing.

2.  Listed here are the course outcomes/objectives assessed in this course which play a *supplemental* role in contributing to the student’s general education along with the general education competency it supports.

General Education Competency: **Research**

Course Outcomes or Objectives Supporting the General Education Competency Selected:

* The students will design an annotated bibliography of children’s literature delineating age appropriateness and related literacy activities.

1. **COLLEGE-WIDE POLICIES:**

**Programs for Students with Disabilities**

Florida SouthWestern State College, in accordance with the Americans with Disabilities Act and the College’s guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus. The office locations and telephone numbers for the Office of Adaptive Services at each campus can be found at <http://www.fsw.edu/adaptiveservices>.

**REPORTING TITLE IX VIOLATIONS**

Florida SouthWestern State College, in accordance with Title IX and the Violence Against Women Act, has established a set of procedures for reporting and investigating Title IX violations including sexual misconduct.  Students who need to report an incident or need to receive support regarding an incident should contact the Equity Officer at [equity@fsw.edu](mailto:equity@fsw.edu).  Incoming students are encouraged to participate in the Sexual Violence Prevention training offered online.  Additional information and resources can be found on the College’s website at <http://www.fsw.edu/sexualassault>.

1. **REQUIREMENTS FOR THE STUDENTS:**

**Language Arts and Reading Activities for Diverse Groups Project**

The students will create five developmentally appropriate language arts and reading activities, tied to the learning domains in the Early Learning Standards, and designed for a chosen age/grade level (birth- grade 3). At least one will include modification for culturally and linguistically diverse students. The project will also include extension activities to share with families.

One will be presented in class.

**Environment Design Project**: **Literacy Opportunities**

The students will create a graphic depiction of a classroom or childcare center highlighting the opportunities for literacy activities and/or literacy development.

**Annotated Bibliography of Birth- Grade 3 Children’s Literature**

The students will create an annotated bibliography of children’s literature. The students will choose twenty books for a given age/grade level (birth- grade 3), list publication information, provide a summary, discuss the age-appropriate features, and describe related literacy activities that could be done in conjunction with each.

**Categorizing Artifacts**

Students will analyze artifacts of children’s writing and art work to determine their developmental level.

**Multimedia Resource List**

Students will work in small groups to produce a comprehensive list of language resources, activities, and support from internet, library, and community resources for families of young children

**Exam**

1. **ATTENDANCE POLICY:**

The professor’s specific policy concerning absence. (The College policy on attendance is in the Catalog, and defers to the professor.)

1. **GRADING POLICY:**

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

Below 60 = F

(Note: The “incomplete” grade [“I”] should be given only when unusual circumstances warrant. An “incomplete” is not a substitute for a “D,” “F,” or “W.” Refer to the policy on “incomplete grades.)

1. **REQUIRED COURSE MATERIALS:**

(In correct bibliographic format.)

1. **RESERVED MATERIALS FOR THE COURSE:**

Other special learning resources.

1. **CLASS SCHEDULE:**

This section includes assignments for each class meeting or unit, along with scheduled Library activities and other scheduled support, including scheduled tests.

1. **ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:**

(Which would be useful to the students in the class.)