

**Moberly Area Community College  
Common Syllabus**

**ECE240: Emergent Language and Literacy  
Current Term**

**Instructor:**

**Office number:**

**Office hours:**

**Response Time:** I typically respond to student emails within 24 hours, Monday through Friday.

**Contact information:**

**Classroom number:**

**Section number(s):**

**Class days and time:**

**Catalog Description:** ECE240 Emergent Language and Literacy 3-0-3

This course examines the emergence of language and literacy in young children as a dynamic process requiring support of receptive and expressive language skills, both oral and written. Students will learn to assess language development and literacy learning and analyze and select appropriate literature and other learning materials for diverse learners, including linguistic diversity.

**Prerequisite:**

ECE170 Beginning Laboratory in Preschool **or** ECE160 Beginning Laboratory in Infant/Toddler Settings **or** ECE150 CDA Seminar **or** CDA credential; **and** LAL 101 Composition I

**Pre or Co-Requisite:**

ECE210 Early and Middle Childhood

**Text:** Machado, Jeanne M. *Early Childhood Experiences in Language Arts* (11<sup>th</sup> edition)

**Other Required Materials:**

A filing system to store your hard copy assignments and information and a USB Flash drive to store electronic copies of work from all Early Childhood Courses. Also headphones with a USB cord and a microphone.

**Special Facilities/Equipment:**

Students may be required to complete assignments that involve having access to a child or children in an Early Childhood facility. Hybrid, virtual and online courses require regular access to a MS Office compatible word processing program and internet. For virtual classes (Blackboard Collaborate), high speed internet (DSL or Cable) is recommended.

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Must earn a grade of a "C" or better in all Early Childhood courses.*

### **Purpose of Course:**

Appropriate support of emerging language is paramount to normal development and is the subject of much current research. Nationally, there is a strong emphasis on literacy skills within all levels of education. As a result, parenting anxiety often takes the form of pressuring children into Developmentally Inappropriate Practices for literacy development. In this course, not only will students learn the skills to support optimal language and literacy development in children, but also how to articulate these to parents leading to long-term academic success.

### **Course Objectives (CO):**

1. Synthesize the major theoretical perspectives of child development into a personal theory of child development.
2. Articulate how to create environments and experiences that respect and affirm cultural, linguistic, and developmental diversity.
3. Plan strategies to involve linguistically diverse families in the enrichment of the learning environment
4. Interpret evidence to evaluate a child's learning and development.
5. Use evidence from classroom-based assessment to guide decisions about children's learning.
6. Use appropriate communication strategies to support exploration and creative problem-solving in process-focused learning.
7. Use a variety of teaching strategies, to support children's optimal development.
8. Select and use appropriate learning formats (routines, play/centers, large and small groups) based on universal, contextual and individual development of the child/children and group
9. List and describe central concepts appropriate to early learning and development of language and literacy and resources to deepen understanding of the academic discipline
10. Plan developmentally appropriate opportunities for learning central concepts of the academic disciplines, selecting effective inquiry tools for the sources of knowledge (conventional, logico-mathematical, or physical)
11. Address curriculum standards and objectives, including the Missouri Early Learning Standards and Show-Me Standards, through a play-centered curriculum that includes the major content areas

### **Course Content:**

1. Theories of language and literacy
2. Language and literacy development
3. Linguistic and developmental diversity
4. Enhancing language and literacy

### **Statement to Connect Course with Institutional Student Level Outcomes:**

In compliance with MACC's Institutional Student Level Outcomes, the student who successfully completes this course will be able to meet the following institutional learning outcomes:

- **Higher Order Thinking:** Students will demonstrate the ability to distinguish among opinions, facts, and inferences; to identify underlying or implicit assumptions; to make

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informed judgments; to solve problems by applying evaluative standards; and to reflect upon and refine those problem-solving skills. This outcome involves creative thinking, critical thinking, and quantitative literacy.

- **Communication:** Students will demonstrate the ability to communicate effectively through oral, written, or digital channels using the English language or quantitative or other symbolic systems. Students should be able to write and speak with thoughtfulness, clarity, coherence, and persuasiveness; read and listen critically; and select channels appropriate to the audience and message.
- **Managing Information:** Students will demonstrate the ability to discern when there is a need for information; and to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.
- **Valuing:** Students will demonstrate the ability to understand the moral and ethical values of a diverse society; and to appreciate the values of diversity and equity.

**Evaluation of Student Learning:**

- 90-100%           A
- 80-89%            B
- 70-79%            C

If you receive a grade below a C you will have to retake the course.

- 60-69%            D
- Below 60%F

Please keep in mind that at the college level it is expected that you will spend 2—3 hours per week on homework for each credit hour earned for the course. This is a X-credit hour course, so you should expect to spend X\*2—X\*3 hours studying each week.

Description of Major Assignment(s)/Project(s):	Points
Transitions Plan	20
Daily Routines Plan	20
Linguistic Diversity Plan	20
Technology Plan	20
Take-Home Activity	50
Writing Sample Projects (2)	50
Book Extension Project	50
Learning Centers Plan	50
Weekly Activities (15-20 each)	
Weekly Discussion Threads (10 each)	
Tests (25-50 each)	
Final Reflection Project ☐	100

**General Notes:**

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EC Program Policy: The ability to communicate professionally is very important for the Early Childhood Professional. Therefore, 10% of all scores will be based on grammar, punctuation and spelling. The instructor reserves the right to return particularly poorly written assignments to be re-written before they are graded.

☑ These assignments are common to all sections of this course. They are suggested artifacts for the student's Professional Portfolio. However, the student will select work he/she believes best reflects his/her competence in meeting the Program Outcomes.

The instructor may make changes in this syllabus including course content, schedule of activities, assignments, and point distribution to better meet the needs of the students at any time during the semester.

## **INSTRUCTOR POLICIES**

### **Attendance:**

Any student who misses two consecutive weeks of class during a regular sixteen week semester or the equivalent proportion of the class time during a shorter session will be dropped from the class by the instructor unless acceptable justification is supplied. Additionally, any student who misses more than one-fourth of the entire number of in-seat class meetings in a regular 16- week semester or the equivalent proportion of class time during a shorter session, may be dropped from that class by that instructor if, in the opinion of the instructor, the student does not have reasonable opportunity to succeed in the class. A student's attendance rate will be calculated based upon first day of semester (not the student's date of enrollment in the course).

For online, hybrid, and virtual courses:

Student attendance in these courses is defined as *active participation* in the course. Online, hybrid, and virtual courses will, at a minimum, have weekly mechanisms for student participation, such as any or all of the following methods:

- a. Completion of quizzes or exams
- b. Submission of assignments
- c. Participation in threaded discussions
- d. Communication with the instructor

A student who does not participate in an online, hybrid, or virtual course for two consecutive weeks will be dropped by the instructor unless acceptable justification is supplied. As with ground courses, a student's attendance rate in online courses will also be calculated based upon the first day of the semester. If a student does not demonstrate active participation in the online course within the first two weeks (or the equivalent proportion of class time during a short session), the student will be dropped as "never attended". Simply logging into an online class does not constitute active participation.

For Virtual/Blackboard Collaborate Attendance:

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In a virtual class participation includes being able to hear and respond orally during Blackboard Collaborate sessions. A working headset is mandatory to meet this requirement.

If there is a technology glitch that disconnects freezes or otherwise interferes with the instructor's transmission, you are expected to wait ten (10) minutes before leaving Blackboard Collaborate. If the instructor is not able to reconnect, or communicate with you through Blackboard Collaborate, after 10 minutes, she will post an announcement in Tristate with further instructions as soon as possible.

*Note:* Although it is the student's right to make judgments about the legitimacy of his/her absence from class, the instructor must follow college policy. It is important to notify your instructor in writing or by email in advance of planned absences and as soon as possible in the event of emergency absences, Assignments do count as part of your attendance and should be turned in even when absent. However, the instructor makes every effort to make class time valuable to student success, so absences (including tardiness or leaving early) do affect the student's ability to be successful in the course and may lead to dismissal or failure. Therefore, it is recommended that you make arrangements with another student to get notes, handouts and assignments. DO NOT contact instructor for this information.

Students should be aware that dropping a course and their last date of attendance in the course may impact their financial aid.

**Tardiness:**

Prompt attendance is expected at all class meetings, both at the beginning and returning from breaks. You should be logged into Blackboard Collaborate and have your "Audio Check" completed by 7:25 p.m. Tardiness, extended breaks and leaving class early are considered partial absences and will impact your success accordingly.

**Make-up and late work:**

All assignments should be submitted by [time] of the date due. You may have a **one week** extension on **three assignments** during the semester. You must contact the instructor **by email** within 24 hours of the due date and time. If contact is not made within 24 hours, a 25% deduction from the final grade will be assessed for the 24 hours after the original deadline. There will be an additional 25% deduction for each additional 24 hours the assignment is late. That means the best grade you can get on this late work is a "C" and after four days it is a "0". Since you have three free passes, there will be no further appeals accepted for late work.

**Extra-credit work:**

Per instructor policy. Must show improved mastery of the specific content of the course. It should only be granted to students who have submitted all regular work on time. There may be occasional opportunities to earn additional points in this class by completing supplementary assignments to improve mastery of material you found difficult. To be eligible for this extra credit, all regular assignments must have been submitted on time.

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In keeping with the program emphasis on writing skills, you may also earn an extra credit point by correcting a written error in handouts or tests produced by the instructor. Submit your correction in writing.

**Using other Sources:**

Educators commonly borrow ideas and activities from books, other teachers, co-workers, students, the Internet, magazines, workshops, etc. While it is permissible to use these resources, it is important that you tell us where you found the idea. Failure to do so is plagiarism. At a minimum, you need to cite the name of the author and title of the source or the person's name.

**Internet Requirements:**

As in the nature of an Online or Hybrid course, the bulk of the work required for student assessment must be submitted through Canvas. This requires regular access to a word processing program and internet.

Basic Computer Specifications for Canvas: <https://community.canvaslms.com/docs/DOC-2059>

Supported Browsers for Canvas: <https://community.canvaslms.com/docs/DOC-1284>

If you have difficulties logging onto Canvas contact MACC's Help Desk at 660-263-4100 ext. 11555 during the regular business day.

For general questions and assistance any of our online resources, contact MACC's Instructional Technology Team at 660-263-4100 ext. 11525 or by email at [int@macc.edu](mailto:int@macc.edu).

If you have technical difficulties with Canvas, contact Canvas Support. You can access 24/7 online resources and support within Canvas. After you log in, click the Help icon in the bottom left corner of your screen. The menu that pops up provides quick access to Canvas 24/7 email and chat support as well as [Canvas Guides](#).

If you are having difficulties with Blackboard Collaborate contact Black board Collaborate Technical Support. Go to Behind the Blackboard ([https://blackboard.secure.force.com/btbb\\_publichome?dfprod=Collaborate](https://blackboard.secure.force.com/btbb_publichome?dfprod=Collaborate)) for online/chat support, or call them toll free at 1 (877) 382-2293.

Additional helpful information about navigating the online environment is available in the last unit of your course, "Helpful Information".

These resources, plus others, are also provided in the student handbook (Redbook) on our website at (<http://www.macc.edu/studenthandbooks>). You can also embed help links directly in the course. If you would like assistance with this let us know.

**Schedule of Student Assignment and Activities:**

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Instructors will identify a Student Assignment/Activities schedule. Instructors have the prerogative to construct the schedule by class periods, weeks, or an overview of topics to be covered.

**COLLEGEWIDE POLICIES:**

All faculty and students need to be aware of collegewide policies and procedures. Statements on Academic Dishonesty, ADA, Attendance, Title IX, and other important collegewide policies can be accessed by clicking on the following: [Collegewide Policies in Student Resources](#).

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