INSTRUCTOR:	Dr. Lisa A. Foster E-mail:lisa.foster@adjunct.chaminade.edu and lisaannefoster@hotmail.com Cell: 808-282-1300
OFFICE HOURS:	Office hours by appointment – please email or call the instructor for an appointment.
TIME and LOCATION:	http://www.chaminade.ecollege.com Check your student email account (or have it forwarded to the one you check) on a regular basis. For technical assistance with your student email account, contact helpdesk@chaminade.edu
TEXT/S:	*Early Childhood Experiences in Language Arts: Early Literacy*, Jeanne M. Machado, ISBN: 9781-3050-8893-1,Cengage 11th Edition
WEB-BASED COURSES:	To log onto Canvas please visit the Portal at portal.chaminade.edu and navigate to the Canvas link in the Campus Links menu. Or, you can bookmark the following link below: https://chaminade.instructure.com Your User Name is your 7-digit CID (e.g. 0512345) Your password is the same as your portal password (the same password you used to register for the class and access portal). (If you have forgotten your portal password, click this link for help on resetting it) NOTE: You may have to wait 24 hours after resetting your password to re-attempt logging on. Remember to click "account" then "settings" to ADD YOUR PERSONAL EMAIL AND SMS PHONE TEXT in Canvas! To learn more about Canvas, and for tutorials, videos, and information on how canvas works, click this link below: https://community.canvaslms.com/community/answers/guides/ If you do not see your course listed or have difficulty logging in, please contact helpdesk@chaminade.edu (808-735-4855).All communication for this course will be managed through Canvas online management system which is linked to your Chaminade student email account. Please make sure that you check your student email account frequently for course updates and/or forward your Chaminade student email to a personal email account to assure your receipt of important announcements. Again, if you need assistance with this please contact the helpdesk@chaminade.edu (808-735-4855)
CATALOG DESCRIPTION:	Focus is on developing language skills with young children. Includes philosophy and rational for teaching language arts, and how to set up a language rich environment at the early childhood level, including oral language, pre-reading and writing activities.
MAJOR COURSE TOPICS	This course will examine developmentally appropriate language and literacy acquisition for young children that include: language development; emerging literacy in the young child; growth of speech and expression; literature; and reading and writing. Students will observe an early childhood setting to gain insight and experience with the methods and principles discussed. Student will have an opportunity to develop an integrated language rich environment/curriculum.

MAJOR COURSE OBJECTIVES	To understand the role of language and literacy development in young children, and how it impacts early childhood instructional methods and curriculum. To support student professional growth and development in all areas of language arts and literacy.
EARLY CHILDHOOD EDUCATION PROGRAM OUTCOMES: All five (5) program outcomes are not addressed in all courses. The program outcomes emphasized for this course are highlighted in **BOLD.**	The successful undergraduate candidate in the early childhood education bachelor's program is able to plan, teach, assess, reflect, and adapt. Therefore, the successful candidate: 1. **(PLAN)** promotes child development and learning by designing developmentally appropriate learning experiences that incorporate knowledge of content, children, learner outcomes, pedagogy, and assessments in the field of early childhood education. 2. **(TEACH)** employs appropriate pedagogical practices and utilize resources to facilitate the learning process. This requires a developmentally appropriate content knowledge in the early childhood education. 3. (ASSESS) applies a variety of diagnostic, formative and/or summative assessments to evaluate and support developmentally appropriate progress of the learner in the early childhood education. 4**. (REFLECT)** builds family and community relationships by engaging in the process of continual and thoughtful reflection on his/her teaching practices in the early childhood education. 5**. (ADAPT)** strives to be a professional in the field of early childhood education by evaluating elements of change in the classroom and the wider world, actively bringing this awareness to work with children, faculty, and other member of the community

	Outcomes (NAEYC Standard(s) addressed)	**How will the outcomes be achieved? (e.g. assignments, readings, lectures, fieldwork, etc.)**
STUDENT LEARNING OUTCOMES:	1. Use developmentally appropriate and effective approaches. 2. Demonstrate the content knowledge in early childhood education and use of appropriate assessment. 4. Demonstrate the ability to build meaningful curriculum. 5. Demonstrate the ability to integrate knowledge, reflection, and critical perspectives. (3B, 3C, 4A, 4D, 5D)	1. Active participation in on-line discussions; completing and turning in assignments on-time. 2. Weekly chapter readings and journal entries. 3. Journal article or video reviews pertaining to early literacy. 5.Classroom observation and report 6. Parent Interview on literacy 7. Signature Assignment-Power Point or Written Paper
ACADEMIC REQUIREMENTS:	**Participation:** Complete assigned weekly readings. Students will also be evaluated on their participation by contributing to weekly discussions and other required assignments. Success in this course requires a strict adherence to deadlines, a commitment to completing the readings, and active participation in the online discussions. Canvas on- line discussion is considered as attendance. On-line questions for individual postings are available each week in Canvas Assignments/ Discussions.

Late Policy: Points will be deducted for late assignments. Three or more late assignments will result in a consultation/remediation plan with instructor. If student does not respond to instructor or does not submit required assignments prior to completion of the course, instructor will recommend that student seek advisement from his/her academic advisor.

On-Line Participation/Discussions
Eight (8) weekly on-line discussion questions AND responses to at least TWO (2) of your classmates' discussion posts. Responses should be meaningful and thoughtful, and reference weekly readings. On-line posts and discussion need to be submitted by12:00 midnight Hawaii Pacific Time by the following Sunday. Late on-line participation (after the fact) will not be accepted.

Weekly Journal Reflections
Eight (8) journal entry reflections based on text readings. Personal experiences may be included. Minimum-One or more full paragraphs.

On-Line-Journal Article Review/ECE Literacy and Development
(Include Journal Article link). Minimum-Two or more full paragraphs

On-Line Video Review/Speech Development and Expression
(Include Video Article link). Minimum-Two or more full paragraphs

Mini Assignment #1-Interaction with child/children (ages 2-6 years)
Observe, interact and engage with a child or a small group of children in conversations, storytelling, books, activities etc. and describe their responses, conversations, behavior and overall communication. No less than 500 word count.

Mini Assignment #2-Parent/Family observation/Interview on Literacy in the Home
Observe parent interaction/communication with child/children in a home/family setting/or playgroup. Interview parent as to their opinion/thoughts/ideas about literacy development in young children; what they are doing to support their child in his/her literacy development and what they would like to know more about. Based on the interview, provide parent later with a literacy resource list based on their needs. Include this list in your final paper. No less than 500 word count.

Mini Assignment #3-Observe Child Care/ECE Center (ages 2-6 years)
Observe the how language and literacy development is supported in the environment. Observe adult to child interaction; child to child interactions; child interactions with materials or activities in the environment that promote "literacy." Describe whether environment is "literacy rich or not," and why.
No less than 500 word count.

SIGNATURE ASSIGNMENT
 	
Choose One:
 	
Written/Paper Format No Less than 1,000 Word Count with references.
 	
OR
 	
Power Point Format-10-12 Slides + Summary page with References.
 	
GRADING CRITERIA
	DAP Personal Reflection Paper
	Read: NAEYC Position Statement**:** *Learning to Read and Write: Developmentally Appropriate practice for Young Children* (DAP)
	Describe what DAP in ECE literacy means to you and how it has or has not influenced your perspective and/or teaching practice with young children.
	No Less than 500 word count.
	Integrated Language Arts Curriculum/Create a Mini Literacy Unit)
	Student will design an effective language arts and literacy environment for the early childhood classroom Be sure to include the following:
	1. Brief description of your classroom educational philosophy
	2. A map of your classroom with specific areas set aside for literacy learning/ or written description. Include a library area with furniture, soft elements, etc. that makes it inviting and attractive/provide description
	3. Give examples of materials that would be made available to enhance literacy skills (books, manipulatives, art materials, puppets, etc.) A daily schedule including times during the day that the focus is on literacy activities (small or large group time, one to one interaction, independent choice reading time.
	4. Strategies you will use to involve parents in literacy.
	5. Ways you will assess the progress children in language development as they interact with materials, with peers, teachers and staff
	6. Create a mini-unit that demonstrates and integrated literacy activity.
	7. Provide a summary of paper and cite minimum 3 references
	A. **Grading Criteria**-The following criteria will be used for evaluating course work:
	   a. Completeness (all parts of the assignment must be done)
	   b. On-time submittals of assignments.
	   c. Quality of content (including correct spelling and grammar)
	   d. Quality of participation.
	   e. Thoughtfulness and reflection of resources and coursework.
	   f. If used, properly cited references (according to APA 6th Ed).
	B. **Grading for Course Discussions and Assignments:**
	  Discussion Responses 8x5 pts= 40 points
	  Weekly Journal Reflections-Readings 8x5 pts= 40points
	  Journal Article Review 1x10pts = 10 points
	  On-Line Video Review 1x10pts= 10 points
	  Mini Assignments 3x20pts= 60 points
	  DAP Personal Reflection Paper –NAEYC 1x 20pts= 20 points
	  Signature Assignment (Paper or PPT) 1 x 25 = 25 points
	  Total Points = **205 points**

	ALL COURSE WORK MUST BE SUBMITTED no later than Monday 19, 2017, 10:00 PM to receive a letter grade for this course. Grades will be submitted on Tuesday, June 20, 2017. Coursework not completed may warrant an incomplete contract, and/or a remediation plan arranged in advance with the instructor and Dean of Education. If a student may also be advised to take an incomplete for the course if 3 or more major assignments are missing.
Grading Scale	**205-190=A; 189-174=B; 173-158=C; 157-142=D; 141and below=F**

UNIVERSITY POLICIES:

Attendance and Participation

Students are expected to participate regularly in the course in which they are registered. Students should notify their instructors when illness prevents them from participating in class, and make arrangements to complete missed assignments. Notification may be done by calling the instructor's phone number or by sending an email to the instructor. It is imperative that you contact the instructor and agree to a plan B for late submission of assignment/s or discussions prior to the due date. Attendance is assessed by participation in the weekly online discussions and by timely posting of assignments. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops posting discussions and/or does not submit assignments without officially withdrawing (2 or more consecutive weeks), may be automatically withdrawn from the course and receive a failing grade.

Writing Standards

All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:

1. Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Develop ideas, themes, and main points coherently and concisely.
3. Adopt modes and styles appropriate to their purpose and audience.
4. Be clear, complete, and effective.
5. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism.

Plagiarism - "Plagiarism is the offering of work of another as one's own. Plagiarism is a serious offense and may include, but is not limited to, the following:

1. Complete or partial copying directly from a published or unpublished source without proper acknowledgment to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgment of the source of a text is always mandatory.
2. Paraphrasing the work of another without proper author acknowledgment.
3. Submitting as one's own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual.
4. Please refer to your **Student Handbook, General Catalog,** and the **Education Division Policy Manual** for other important institutional and academic policies including more detailed information regarding Plagiarism, Classroom department, Freedom of Expression, Add/Drop, Disabilities, and others.