

**Nashville State Community College
Social and Behavioral Sciences
Early Childhood Education**

**Course Syllabus
Full 15-Week Term**

ECED 2380 Language and Literacy in Early Childhood Education

The purpose of the syllabus is to inform you how this course is organized, what the expectations are, and how you will be graded. In addition, there is important information about how the college will operate during severe weather and how the college will communicate with you. The syllabus is not a contract. Instead, it is meant to help you succeed in this course. If any of the content changes during the course term, you will be notified.

Course Description:

A study of the research-based principles and practices for providing young children ages birth through eight with a strong foundation in language and literacy using a developmentally appropriate approach. Field experiences required. Prerequisite(s): ECED 2315 or department approval

Instructor Information:

Name:

Email:

Office Phone:

Appointments:

Instructor Zoom Room link:

Course Delivery Method

- **Virtual:** Course meets live via Zoom at a set date and time (**synchronous**)

Required Textbook(s) & Other Materials:

Textbook(s): *Helping Young Children Learn Language and Literacy: Birth through Kindergarten*, 5th Edition, Pearson, 2020. (Vukelich, Christie, Enz, and Roskos)

ISBN: 9780134866598

Reference Materials:

- [Tennessee Early Learning Developmental Standards](#)
- [Tennessee Early Learning Developmental Standards e-portal \(Online Training\)](#)
- [Tennessee Department of Education Curriculum Standards for English/Language Arts K-12](#)

Supplies:

Once you have registered for your courses, you should make sure you have the correct textbook and materials for each course. Before courses begin, you can do this by looking up your courses on the [bookstore's website](https://www.bkstr.com/nsccestore/shop/textbooks-and-course-materials) (<https://www.bkstr.com/nsccestore/shop/textbooks-and-course-materials>) using your A# or by entering your course information. If you are registered with the Access Center and need an alternate format for the textbook and other course materials, please contact the Access Center at 615-353-3363 or accesscenter@nsc.edu.

Honors Option: Honors credit is available in some classes. If you are interested in participating in the Honors Program, please see your instructor within the first four weeks of class.

Course Outcomes: At the end of the term, this is what you should know and/or be able to do:

1. Identify the developmental continuum for early reading and writing. **(5b)**
2. Demonstrate effective strategies for involving families in supporting language and literacy in young children. **(2a, 2c)**
3. Use informal tools for assessing children's language development and literacy learning. **(3b, 3c)**
4. Design, implement, and evaluate learning experiences to support development in the following areas: listening and understanding, speaking and communicating, phonological awareness, book knowledge and appreciation, print awareness and concepts, early writing, and alphabet knowledge. **(1b, 4b, 4c, 4d, 5b, 5c, SS3)**
5. Discuss how technology can be integrated to support the development of language and literacy in the curriculum. **(4b, SS5)**

NAEYC Initial Standards:

Standard 1: Promoting Child Development and Learning

1b. Knowing and understanding the multiple influences on early development and learning.

Standard 2: Building Family and Community Relationships

2a. Knowing about and understanding diverse family and community characteristics.

2c. Involving families and communities in young children's development and learning

Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families

3b. Know about and use observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection

3c. Understanding and practicing responsible assessment to promote outcomes for each child, including the use of assistive technology for children with disabilities.

Standard 4: Using Developmentally Effective Approaches

4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology

4c. Use a broad repertoire of developmentally appropriate teaching/learning approaches.

4d. Reflecting on own practice to promote positive outcomes for each child.

Standard 5: Using Content Knowledge to Build Meaningful Curriculum

5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child

Supportive Skills

Written and verbal communication skills.
Skills in identifying and using professional resources

Course Competencies:

The following are detailed course competencies, or specific skills or knowledge, intended to help you achieve the course outcomes:

- **Objective 1:** Gaining factual knowledge (terminology, classifications, methods, trends)
- **Objective 2:** Learning fundamental principles, generalizations, or theories
- **Objective 4:** Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

Topics to Be Covered:

- Components of Literacy
- Planning for Literacy
- Literacy for Infants and Toddlers
- Literacy for Preschoolers
- Talking (oral language)
- Playing (literacy-enriched play)
- Reading (books and other texts)
- Writing (early writing experiences)
- Learning the Code (alphabet knowledge and phonological awareness)
- Family Connections

Field Experiences:

Learning about early childhood education requires you to interact and engage with young children, families, and teachers throughout the ECED coursework. Some assignments in this course may require you to observe and/or engage in activities with young children from age's birth through age 8. (See specific instructions on assignments.) You may be able to complete these experiences with children in informal settings such as family or relatives' homes, but it is preferable, if possible, to do these experiences in an early childhood program such as a childcare center or family childcare home. These experiences require the student to be in the "teacher" role; thus, it is not acceptable to do these with your own children.

Course Assessments: We will use the following assessments to demonstrate your understanding, knowledge, and skills:

1. **Literacy Implementation Plan** – Assess and develop a literacy implementation plan for a classroom or a home care setting. Note, you will need to visit an early childcare setting/classroom to complete this project.
2. **Teacher-Made Book:** Make one teacher-made book to share with the class.
3. **Exams:** Complete a midterm and final exam.
4. **Fieldwork** – Complete fieldwork assignments in connection to the topic reviewed in class and from chapter readings.

5. **Class participation** – Students must read their assigned chapters and be active participants in class.

Two individual projects are required: Teacher-Made Book and Literacy Implementation Plan. You are required to submit both projects to receive a passing grade in this course. These are major assessments in the course that demonstrate your knowledge and skill in teaching language and literacy in early education; completion of these is mandatory for passing the course.

Grading Criteria			
Grading Criteria	Number & Points Per Item	Points Possible	Approximate Percentage of Final Grade
Class Participation	15 classes (3 points each)	45 points	10%
Fieldwork	10 fieldwork assignments (15 points each)	150 points	32%
Exams	1 midterm; 1 final exam (50 points each)	100 points	22%
Teacher-Made Book	1 book	70 points	15%
Literacy Implementation Plan	1 plan	100 points	22%
TOTAL POINTS		465 points	100%

Grading Policy:

All ECED majors in the AAS degree and Technical Certificate programs are required to receive a C or above in all ECED classes

Grading Scale:

Letter Grade	Percentage Range	Point spread
A	90% - 100%	419-465
B	80% - 89%	372-418
C	70% - 79%	326-371
D	60-69%	279-325
F	Below 60%	Below 279

FA

If you stop attending class or if you are in an online class and stop submitting assignments, but do not turn in a withdrawal form by the deadline, you are still enrolled in class. You will be given a grade of FA, which means you have failed due to not attending class and not completing your assignments. Please refer to the current academic calendar available on the Nashville State web site, looking for the date that indicates it is the “Last Day to Earn F for Attendance (FA).” If you stop attending your course after this date, you will receive an F.

FN

An FN is awarded if you have never attended your course or done any of the work in an online course.

Late Work Policy & Make-up Procedures for Missed Assignments and Work:

Students are encouraged to turn in all assignments on time. If you miss a due date, you may turn in the assignment late, up to one week beyond the due date, but no later. Ten percent (10%) of the points for an assignment will be deducted on late work. No assignments will be accepted more than one week late, and no assignment will be accepted beyond the last class meeting. It is the student's responsibility to make sure the instructor receives the assignment if it is turned in late. See example below:

EXAMPLE: An assignment worth 100 points is due Feb. 10th. The next class meeting is Feb. 17th, a week later. If not turned in on Feb. 10th, then it is considered late and will have 10% (10 points) deducted from total score. You have up until Feb. 17th to turn in the assignment, but no later. As for grading, if you turned in late and earned 90, 10 points will be deducted, and your final score will be 80.

Assignment Expectations:

Students must submit assignments in Microsoft Word format, PDF, or Rich Text Format (RTF) using 10- or 12-point font. Spelling, punctuation, grammar, and sentence structure will be taken into consideration in grading all assignments. Assignments should reflect college-level work. Points will be deducted for numerous errors.

Grading Turn-around:

In general, assignments submitted on time will be graded within 7-10 days of submission due dates. You will be notified if there is a need to vary this schedule. Assignments submitted LATE, will be graded by the end of the course.

Communication with Instructor - Questions on Assignments:

Any time you have a question as you progress through the course, please contact me by phone, email, or in person. My contact information is on the course homepage and the Instructor Contact Information page. To email me, please use the email in our course to contact me regarding course questions. Click on the Classlist link and then select the Teacher tab. Select the box next to the instructor's name (a checkmark will display). Click the envelope (below the name), key your message, and click send. If that email is unavailable, you may contact me at my outside email address. Please feel free to ask questions, and I will do my best to get back with you in an efficient manner.

Communication Response:

You can expect a response to your email within 24-48 hours. You will be notified if this schedule cannot be kept.

Grading Rubrics for this Course:

Detailed instructions and grading criteria (grading rubrics) are provided for each assignment. The grading rubrics will be used to award points earned for student work. It is expected that students follow instructions carefully, study the grading criteria, and ask questions if they do not understand an assignment. For some assignments, you will be required to complete the grading rubric as a self-grading component of the assignment. The purpose of this self-grading is to focus your attention on the expectations for the assignment and enhance your own self-evaluation and critical thinking

skills. Even though you may submit a self-scored rubric, the instructor will make the final determination on all grades and scores.

Attendance Policy

General Policy

- *Absences in a course may affect your final grade.*
- *Tardiness may also affect your final grade.*
- *You are responsible for all work/tests that occur during any missed course session(s) regardless of reason(s) for absence.*
- *If you are not well enough to attend a course session (class), you must notify the instructor as soon as possible before the scheduled course time.*
 - *If you are unable to notify an instructor before the scheduled course time, you must contact the instructor as soon as reasonably possible.*
- *If you have an unavoidable conflict with a scheduled course session, you must notify the instructor before the course session.*
 - *If you are unable to notify an instructor before the scheduled course time, you must contact the instructor as soon as reasonably possible.*

Instructor's Policy

The attendance policy for this course is:

To the extent that attendance is kept in this class it is not for the purpose of the College but is instead associated with the instructor's individual grading rubric. The attendance policy for this class is: **Regular fall and spring semester: No more than 3 absences.**

For financial aid purposes, **attendance** is measured by participation in the course. Instructors can determine your level of participation in several ways. Some of those ways are:

- continued attendance
- participation in on-ground or virtual class sessions
- participating in D2L as prompted
- responding to an instructor's email
- posting to a discussion board
- completing and submitting assignments

Technology Statement

- All classes at the College are web enhanced. "Web enhanced" means that components of the course, such as assignments and online discussions, may be located online in the class D2L/NS Online course shell and used in the course, even if the course meets in a classroom on ground.
- You must have access to a computer and an internet connection to complete assignments, engage in online discussions, and access various course materials through D2L/NS Online course shells.
- You may also be required to use free video conferencing platforms (examples: Zoom, Teams, etc.) for course sessions and meetings.

- You will be responsible for appropriate dress while on video. This means that you are expected to dress as if you were in a classroom.
- You will be responsible for a distraction free environment while on video. This means that the professor and others in the course should not be able to hear noise in your home, such as cell phones, TVs, or barking dogs. The best way to do this is to keep yourself on “mute” until you need to speak.
- You will be responsible for making sure your background is neutral. Keep in mind that students and professors come from all around the world, and you are all a part of our community. Therefore, please avoid having images in your background that may be offensive to your classmates.
- Certain publisher materials, such as textbook figures, may not work on cellphones and may require a laptop or a tablet.
- If you have questions or concerns regarding access to a computer or internet resources, please contact your instructor. Additional information is available on the [access to internet and technology website](#).

Computer Labs

Computers are available for all Nashville State students to use at each campus during open hours. Open computer lab availability may vary from campus to campus.

You should check the NSCC website for current hours of operation.

D2L/NS Online and myNSCC

It is your responsibility to check your email in **both** D2L/NS Online course shells and your @my.nsc.edu (student email) on a regular basis. These are the official communication channels between the college and you. You are responsible for the information communicated through these email channels. D2L/NS Online emails contain specific course information and @my.nsc.edu emails contain important information from college offices, such as Financial Aid.

ADA Compliance Statement

If you need accommodations due to a disability, please do not hesitate to reach out to our Access Center. Disabilities for which you can receive accommodations include documented physical, emotional, and/or learning conditions. Nashville State is committed to supporting your success, and we encourage you to get assistance if needed. If you require accommodations for any courses in which you are enrolled, contact the Access Center at 615-353-3363, or e-mail accesscenter@nsc.edu.

Classroom Misconduct

Disruptive conduct is not allowed in the classroom. Disruptive conduct is any behavior that prevents students from learning and interferes with the ability of the instructor to teach. This may change from course to course; therefore, your individual instructors will give you guidance on what qualifies as “disruptive conduct” in their courses. Please review the [Nashville State Student Code of Conduct policy](#). Please be aware that children are not allowed in class or to be left unattended on campus.

Academic Misconduct

You have started this academic journey to prepare for a future career. Because of this, it is important that you learn the materials being presented in your courses. For this reason, cheating, in any form, robs you of your opportunity to learn and master the material that will enable you to succeed in that future career. Nashville State has a clear [Academic Misconduct Policy](#) that you are expected to follow. In addition, your instructors will clarify what Academic Misconduct looks like and the consequences for violations in each course that you take. The instructor has the authority to assign an “F” or a “zero” for such violations or for the term grade.

Academic Early Alert System

If you are not doing well in your course, your instructor may send you an Early Alert through your @my.nsc.edu email. This email will go to your academic advisor and Student Success advisor, as well. If you get an Early Alert, contact your instructor immediately. Instructors send these when they want to help you figure out how to get extra support to pass the course. An Early Alert does not mean that you have already failed the course. Rather, it means you are in danger of failing the course if you do not change your learning strategy. Please use an Early Alert to your advantage and as an opportunity to improve your grade.

RAVE Emergency Alert System

You can log in to this free alert system to receive text messages about emergencies related to NSCC campuses through the [RAVE app \(https://www.getrave.com/login/nsc\)](https://www.getrave.com/login/nsc). The instructions for this are listed below.

- Your RAVE Username is your NSCC email address.
- If you've never received an email from RAVE with your password, or if you need to reset your password, select “Forgot your password?” and a new password will be emailed to you.
- Should the RAVE system indicate “user not found”, select Register and create your own RAVE account.

Student Wellness

Your well-being is important to us. With this in mind, the college has several resources available to provide support when needed:

- [Free tutoring](#) can assist you beyond the classroom to help you make the most of your college education.
- [These resources](#) include NSCC email, scheduling, online courses, textbooks, tech check out and support, computer labs on campuses, academic advising, financial advising, COVID-19 information and procedures on campuses.
- [Services](#) that help with bus passes, food, childcare, textbooks, housing, financial counseling, personal counseling, suicide prevention, health insurance.

Equity Statement

Nashville State Community College strives to ensure that each student receives what that student needs to be successful, with goals of success beyond the classroom. We understand and practice ideals of

equity and inclusion for our students by embracing a full spectrum of experiences, viewpoints, and intellectual approaches in order to overcome barriers to success.

Inclement Weather & Campus Closings

You get notices about campus closings in these places: text messages from RAVE and [the Nashville State website](#).

Even when campuses are closed, you are still responsible for completing all assigned work. Check D2L/NS Online for a message from your instructor so you do not miss important assignments and due dates, which may change due to the campus closure.

Class Cancellation Policy

Our instructors post messages about cancelling classes in the [D2L/NS Online](#) course shells and/or on the classroom door on campus. These messages can be found in the News and Content section or the Email tab in the online shell. Please check these to be sure that you take advantage of opportunities for learning and points toward your grade.