

**TRIAL COURSE OR NEW COURSE PROPOSAL**

**SUBMITTED BY:**

Department	Early Childhood	College/School	CRCD
Prepared by	Veronica Plumb	Phone	455-2038
Email Contact	<a href="mailto:vmplumb@alaska.edu">vmplumb@alaska.edu</a>	Faculty Contact	Veronica Plumb

See <http://www.uaf.edu/uafgov/faculty/cd/cdman.html> for a complete description of the rules governing curriculum & course changes.

1. ACTION DESIRED (check one):      Trial Course       New Course

2. COURSE IDENTIFICATION:      Dept       Course #       No. of Credits

Justify upper/lower division status & number of credits:	This course will be part of a new concentration focusing on infants and toddlers within the Child Development and Family Studies BA program.
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3. PROPOSED COURSE TITLE     

4. CROSS LISTED?      YES/NO

11. **COURSE CLASSIFICATIONS** (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

H = Humanities       N = Natural Science       S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core?  YES  NO

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6       W = Writing Intensive, Format 7       Natural Science, Format 8

*format 1 ece 421*

ATTACH COMPLETE SYLLABUS (as part of this application).

<http://www.sas.com/academic/syllabus.html>

## EXAMPLE

University of Alaska Fairbanks,  
College of Rural and Community Development  
ECE 421

Fr-2(y)30(r)0aubbve(m)-2ne 0aCourse Description:

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This course provides the opportunity for exploration and understanding of infant-toddler beginning language and early literacy development as it reflects on research from multiple fields. Looks at the importance of oral language development and early explorations with literacy while considering principles and practices that provide support for families and culture. (2.5 + 1)

Prerequisite: ENG 211X or 213X,

Recommended: ECE 104, ECE 245 or other early development course

### **Course Purpose:**

The purpose of this course is to develop and build on a foundation supporting understanding and literacy skills through various steps, includes family and culture influences within the child's community. Students will also be able to identify and develop appropriate literature for children birth to age three.

Students will gain a greater understanding of the processes by which infants and toddlers develop language and literacy skills through various steps, includes family and culture influences within the child's community. Students will also be able to identify and develop appropriate literature for children birth to age three.

### **Course Outcomes:**

Upon completion of this course, students will have demonstrated comprehension of:

- 1.a Developmental Beu2opund-12(p)8(d)5(m)H0atD0Š0 }÷WİŁô`E'-Ø† h'...¶t;Pç•RÛ''ÜhÒM÷i« YİÍŪ>
- 2a: Knowing about and understanding family and community characteristics
- 2b: Supporting and empowering families and communities through respectful, reciprocal relationships
- 2c: Involving families and communities in their children's development and learning

Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families

Key elements:

- **4a:** Understanding positive relationships and supportive interactions as the foundation of their work with children
- **4b:** Knowing and understanding effective strategies and tools for early education
- **4d:** Reflecting on their own practice to promote positive outcomes for each child

Standard 5. Using Content Knowledge to Build Meaningful Curriculum

- **5c:** Using their own knowledge, appropriate early learning standards, and other resources to design, implement and evaluate meaningful, challenging, curricula for each child.

**Number of Contact Hours/Credits:**

ECE 421 will be facilitated dually through audio conferencing with an onsite face-ddy3(r0p)tye7(d ( th)5ddy3( s0 [u)5db3(7



Lab 1 Assignment **Hearing Language means learning language.**  
Observe in an infant and/or Toddler classroom for 1 hour. Write down all instances of language shared between a care-giver and child.



	<p><i>class meeting it would be 091008.</i></p> <p><i>You will then be asked to give the chapter code. We will use 0</i></p> <p><i>Listings for retrieval codes of following days will be posted on the announcement page of blackboard.</i></p>
Week 2	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>• Class Lecture topic: Foundations for language and literacy</li> <li>• Introduce Small groups and call in information</li> </ul> <p><b>Preparation for next class:</b></p> <ul style="list-style-type: none"> <li>• Read pages 81-123 in <i>Learning to read the world: Language and literacy in the first three years</i></li> </ul> <p>Lab 1 due end of week 3</p>
Week 3	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>• Class Lecture topic: Relationships at the heart of early literacy</li> </ul> <p><b>Preparation for next class:</b></p> <ul style="list-style-type: none"> <li>• Read pages 124-162 in <i>Learning to read the world: Language and literacy in the first three years</i></li> </ul> <p>Lab 2 due end of week 4</p>

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Week 8	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>• Class Lecture: High expectations for language and literacy for infants and toddlers who have significant disabilities</li> </ul> <p><b>Preparation for next class:</b> Read pages 15 – 60 in <i>Learning to read the world: Language and literacy in the first three years</i></p> <p>Lab 4 due end of week 9. Upload your commercial onto the Blackboard forum that has been prepared for them. Please watch and critique the commercials of your peers</p>
Week 9	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>• Class Lecture: Leading the way to quality, supervision and mentoring to sustain program innovations.</li> </ul> <p><b>Preparation for next class:</b></p> <ul style="list-style-type: none"> <li>• Read pages 235-274 in <i>Learning to read the world: Language and literacy in the first three years</i></li> </ul>
Week 10	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>• Sharing final project</li> <li>• <b>Closing of class.</b></li> </ul>

**Instructional Methods Including Instructor Expectations / Policies:**

This class will use several instructional methods including, lecture, group discussions, text and article readings, as well as written assignments.

Be on time to and prepared for class.

Turn in assignments on time. Assignments not turned in by the end of each section will be docked of grade.

Address any concerns, issues and complaints about the course with the instructor.

Additional with information pertinent to class discussions may be handed out. Reading will not be required of these additional handouts.

**Blackboard:**

You will be able to negotiate Blackboard at the following Internet address. <http://classes.uaf.edu>

- you will be asked to login with you UAF username,
- your password is usually your student ID number with a capital U at the end until you change it.
- If you are unfamiliar with the process, please use the prompts that you will see titled
- “New to Blackboard?” and “Problems Logging In?”
- Once you get logged in, there will be a box in the upper right corner that has any Bb classes that you are enrolled in. Look for ECE F421 UR1 201201

You should also have received a Blackboard “cheat sheet” with your text book order for you to use.

Assignments will be posted within the “Assignment” section of Bb.

**Withdrawal & drops:** Students are expected to withdraw from the class if they cannot complete the course. The instructor will not automatically withdraw students who do not attend or fall behind. Students who do not successfully complete the class and do not withdraw will receive an “F.” The instructor appreciates hearing from students who drop or withdraw, it is sometimes possible to problem-solve so this action does not need to take place, or; your feedback can sometimes make the course better for others if the challenges are directly related to the class, instructor or materials.

**Honor Code:**

As a student you are subject to the honor code. The full code is found in the UAF catalog. The instructor’s condensed version is as follows:

1. Students will not collaborate on items that contribute to their grade, unless the instructor grants permission.
2. Students will not represent the work of others as their own. Any sources will be appropriately quoted or credited.
3. No work submitted for one course may be submitted for credit in another course without the explicit approval of both instructors.

**Attendance:**

Attendance is important so that students have ample opportunity to hear information being shared, participate in group discussions, as well as ask questions that will help each individual refine their theories and understandings of the class content. I respect the fact that we are all adults that have many responsibilities as well as that of student. However, when you are not in class, you miss the lecture and discussion it is hard to make up this information. These options are addressed below under participation. Please understand that if you choose to miss information, your grade will be affected as the quality of your understanding of the class content and will be demonstrated in the quality of your work.

**Participation:**

Main participation will take place during the student discussions on course content. A participation option will be blackboard discussions, questions that arise from the group discussions that will be posted on Black Board for further thoughts and discussion. It is common for everyone to reflect on conversations, process and have extended thoughts and ideas. Having the additional Black Board forums will enhance the sharing of viewpoints and learning of all. Participation is important to all students in this class, therefore monitor your comments and make sure they are pertinent to the discussion. Also be aware of how much time you are using so that all have a chance to share their comments as well.

The instructor will record classes so that students can go back and listen to the group discussions or lectures again, or have opportunity to listen to the recording if they have missed the class, giving the chance to participate in the extended Black Board discussions. Codes for the recorded classes will be posted on the announcement page of Blackboard.

**Speaker phones**, while not required, are convenient for all audio students. They allow you to participate more fully in the class because your hands are free to take notes, turn pages, etc. Students in the primary site must be considerate of audio students. Do NOT talk among yourselves unless the audio

Day 3	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>• Class Lecture topic: Relationships at the heart of early literacy</li> <li>• Lab fun / Making literacy materials</li> </ul> <p><b>Preparation for next class:</b></p> <ul style="list-style-type: none"> <li>• Read pages 124-162 in <i>Learning to read the world: Language and literacy in the first three years</i></li> </ul> <p>Lab 2 due end of week 4</p>
Day 4	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>• Class Lecture topic: Book Sharing with infants and toddlers</li> <li>• Lab trip to infant/toddler classrooms</li> </ul> <p><b>Preparation for next class:</b></p> <p>Read pages 163-214 in <i>Learning to read the world: Language and literacy in the first three years</i></p> <p>Lab 3 due end of day 5</p>
Day 5	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>• Class Lecture: Encouraging literacy through family connections</li> </ul> <p><b>Preparation for next class:</b></p> <p>Read pages 215-254 in <i>Learning to read the world: Language and literacy in the first three years</i></p>
Day 6	<p><b>In class today:</b></p> <p>Class Lecture: Culture and parental expectations for child development: Concerns for language development and early learning how does it connect to family literacy?</p> <p><b>Preparation for next class:</b></p> <p>Read pages 255-290 in <i>Learning to read the world: Language and literacy in the first three years</i></p>

Day 7

**In class today:**

- Class Lecture: Music the great organizer for early literacy
- Lab time working on commercials

**Preparation for next class:**

- Read pages 291-334 in *Learning to read the world: Language and literacy in the first three years*

	your peers
Day 9	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>• Class Lecture: Leading the way to quality, supervision and mentoring to sustain program innovations.</li> </ul> <p><b>Preparation for next class:</b></p> <ul style="list-style-type: none"> <li>• Read pages 235-274 in <i>Learning to read the world: Language and literacy in the first three years</i></li> </ul>
Day 10	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>• Sharing final project</li> <li>• <b>Closing of class.</b></li> </ul>