

KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM DATA TRANSMITTAL SHEET

DEPARTMENT Behavioral Sciences and Human Services DATE 09/2015

Title of Course or Degree: EDC 4000 – Educational Practice for Early Language and Literacy

Development

Change(s) Initiated: (Please check)

- | | |
|---|---|
| <input type="checkbox"/> Closing of Degree or Certificate | <input type="checkbox"/> Change in Degree or Certificate Requirements |
| <input type="checkbox"/> Letter of Intent | <input type="checkbox"/> Change in Degree Requirements (adding concentration) |
| <input type="checkbox"/> New Certificate Proposal | <input type="checkbox"/> Change in Pre/Co-Requisite |
| <input type="checkbox"/> New Degree Proposal | <input type="checkbox"/> Change in Course Designation |
| <input checked="" type="checkbox"/> New Course | <input type="checkbox"/> Change in Course Description |
| <input type="checkbox"/> New 82 Course | <input type="checkbox"/> Change in Course Titles, Numbers, Credits &/or Hours |
| <input type="checkbox"/> Deletion of Course | <input type="checkbox"/> Change in Academic Policy |
| <input type="checkbox"/> Other (please describe): _____ | |

PLEASE ATTACH PERTINENT MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

I. DEPARTMENTAL ACTION

Action by Department and/or Departmental Committee, if required:

Date approved _____ Signature, Committee Chairperson: _____

Signature, Department Chairperson: Mahesh V. [Signature]

II. PROVOST ACTION

Provost to act within 30 days of receipt and forward to College-wide Curriculum Committee exercising one of the following options:

- A. Approved B. Returned to department with comments

Recommendations (if any): _____

Signature, Provost: _____ Date: _____

III. CURRICULUM SUB-COMMITTEE RECOMMENDATIONS:

- A. Approved B. Tabled (no action will be taken by Curriculum Committee)

Recommendations (if any): _____

Signature, Sub-Committee Chair: _____ Date: _____

IV. COLLEGE-WIDE CURRICULUM COMMITTEE ACTION

Committee to act within 30 days of receipt, exercising one of the following options:

- A. Approved (forwarded to Steering Committee)
B. Tabled (Department notified)
C. Not Approved (Department notified)

Signature, Chairperson of Curriculum Committee _____ Date: _____

KINGSBOROUGH COMMUNITY COLLEGE

**KINGSBOROUGH COMMUNITY COLLEGE
THE CITY UNIVERSITY OF NEW YORK**

FORMAT FOR PRESENTATION OF CURRICULUM PROPOSALS

1. DEPARTMENT, COURSE NUMBER AND TITLE:

EDC 4000

Educational Practices for Early Language and Literacy Development

2. DOES THIS COURSE MEET A GENERAL EDUCATION / CUNY CORE CATEGORY?

IF YES, PLEASE COMPLETE AND SUBMIT WITH THIS PROPOSAL A CUNY COMMON CORE SUBMISSION FORM.

No

3. TRANSFERABILITY OF THIS COURSE. DESCRIBE HOW THIS COURSE TRANSFERS (required for A.S. degree course). If A.A.S. degree course and does not transfer, justify role of course, i.e., describe other learning objectives met:

The course is designed to transfer to Brooklyn College's Department of Early Childhood Arts Education as their course ECAE 3102, entitled The Development of Language and Literacy in Young Children. It is already agreed with Brooklyn College.

4. BULLETIN DESCRIPTION OF COURSE:

This course focuses on the development of language and emergent literacy from infancy to preschool years. The three themes that are addressed are: history and theories of literacy development, language and literacy acquisition, and methods of literacy instruction for all. These themes serve as the foundation for developmentally appropriate practices of early childhood educators.

5. NUMBER OF WEEKLY CLASS HOURS (please indicate the number of hours per week spent in a lab, hours spent on site doing fieldwork, hours of supervision and hours in classroom-- if applicable):

3 hours of lecture/seminar plus 3 hours of supervised field

6. NUMBER OF CREDITS:

3

7. COURSE PREREQUISITES AND COREQUISITES

A. PREREQUISITES: EDC 200 AND EDC 3200

B. COREQUISITES: NONE

C. PRE OR COREQ: None

8. BRIEF RATIONALE TO JUSTIFY PROPOSED COURSE TO INCLUDE:

A. ENROLLMENT SUMMARIES, IF PREVIOUSLY OFFERED AS AN 82

B. PROJECTED ENROLLMENT 36

C. CLASS LIMITS - 12

D. FREQUENCY COURSE IS LIKELY TO BE OFFERED - FALL/SPRING SEMESTERS

E. ROLE OF COURSE IN DEPARTMENT'S CURRICULUM AND COLLEGE'S MISSION

This course will serve a vital role in the education program by studying language and literacy development theories and best practices. Students enrolled in this course will have the

opportunity to apply theory to practice through seminars, lectures, and a supervised field experience as part of Kingsborough's mission for civic engagement.

The course will provide our students with the skills to promote critical reading, writing, and thinking for themselves and future children.

The course will provide a program of study for those intending to transfer and those seeking immediate employment. The course is basic to career education for all students.

9. LIST OF COURSES, IF ANY, TO BE WITHDRAWN WHEN COURSE(S) IS (ARE) ADOPTED:

None

10. IF COURSE IS AN INTERNSHIP OR INDEPENDENT STUDY OR THE LIKE, PROVIDE AN EXPLANATION AS TO HOW THE STUDENTS WILL EARN THE CREDITS AWARDED. THE CREDITS AWARDED SHOULD BE CONSISTENT WITH STUDENTS' EFFORTS REQUIRED IN A TRADITIONAL CLASSROOM SETTING:

3 SUPERVISED FIELD HOURS WEEKLY IN BIRTH – 2ND GRADE
EARLY CHILDHOOD EDUCATIONAL SETTINGS

The students will be responsible to keep field notes and relate their field experience to the readings and lectures. The students will also plan and conduct literacy activities with the children.

11. PROPOSED TEXT BOOK(S) AND/OR OTHER REQUIRED INSTRUCTIONAL MATERIAL(S):

Course Packet of Selected Required Readings
(Listed Below)

12. REQUIRED COURSE FOR MAJORS AND/OR AREA OF CONCENTRATION? (If course is required, please submit a separate transmittal with a degree requirement sheet noting the proposed revisions, including where course fits into degree requirements, and what course(s) will be removed as a requirement for the degree. NYSED guidelines of 45 crs. of Liberal Arts coursework for an A.A. degree, 30 crs. for an A.S. degree and 20 crs. of Liberal Arts for an A.A.S. degree must be adhered to for all 60 cr. programs).

Education Studies Major – Birth -2nd grade Concentration

13. IF OPEN ONLY TO SELECTED STUDENTS (specify):

Students who are majoring in Education Studies
with a Concentration of Birth – 2nd grade

14. EXPLAIN WHAT STUDENTS WILL KNOW AND BE ABLE TO DO UPON COMPLETION OF COURSE:

- Become familiar with basic research on early language and literacy development
- Interpret research findings and use scientific evidence to inform practice
- Design developmentally appropriate classroom activities that are sensitive to children's diverse backgrounds and needs
- Understand roles of caregivers and social context in language and literacy development
- Be able to critique unfounded commercial claims and public misconceptions based on scientific evidence so as to better educate parents and caregivers
- Describe a variety of literary genres and categories of children's literature.

- Introduce precise, knowledgeable claims, establish the significance of the claim, distinguish the claim from alternate or opposing claims, and create an essay that logically sequences claim, counterclaim, reason, and evidence. (NY Common Core State Standards. ELA-Literacy, W.11-12.1.a and R1.11-12.1.)
- Become acquainted with the developmental differences in children's understanding of literature and be able to make appropriate book selections.
- Generate different types of questions for different learning purposes
- Students will acquire an appreciation of multicultural and inclusive literature and understand the depth of its relevance on the development of values in our culture.
- Plan and implement a lesson plan, including New York Common Core State Standards.
- Reflect on learning activities
- Engage in alternative assessment methods

15. METHODS OF TEACHING --eg., LECTURES, LABORATORIES, AND OTHER ASSIGNMENTS FOR STUDENTS, INCLUDING ANY OF THE FOLLOWING: DEMONSTRATIONS, GROUP WORK, WEBSITE OR E-MAIL INTERACTIONS AND/OR ASSIGNMENTS, PRACTICE IN APPLICATION OF SKILLS: LECTURE, FIELD WORK, GROUP WORK, EMAIL INTERACTIONS, DEMONSTRATIONS, DISCUSSIONS

Lectures, Discussions, Group workshops, Field work, Seminar about Field work, Conducting 2 lessons with young children.

16. ASSIGNMENTS TO STUDENTS:

Critical Reading, Critical Writing, Read Aloud, Lesson Plan, Case Study, Reflection Paper, Running Record Assessment

17. DESCRIBE METHOD OF EVALUATING LEARNING SPECIFIED IN #15:

- 20 % - 2 EXAMS
- 20 % - 1 TERM PAPER
- 20 % - 2 FIELD OBSERVATIONS
- 10 % - 4 FIELD NOTES
- 10 % - 3 READING RESPONSES
- 15% - 1 PRESENTATION
- 5 % - E-PORTFOLIO INCLUSION OF THE ABOVE ASSIGNMENTS

18. TOPICAL COURSE OUTLINE (WHICH SHOULD BE AS SPECIFIC AS POSSIBLE REGARDING TOPICS COVERED, LEARNING ACTIVITIES AND ASSIGNMENTS):

EDC 4000 -- Proposed Educational Practices for Early Language and Literacy Development

Week	Topic	Readings	Assignments
1	Introduction Theories of Language Development		
2	Science and Theories of Language and Literacy Development	(Michael) Supporting Literacy Development for Young Children through Home and School Connections	
3	Language Acquisition in Infancy and Toddlerhood	Boston University Medical Center, Erikson Institute, Early Literacy from	Lesson Plan

		Zero to Three	
4	Language Development and Emergent Literacy in the Preschool years.	(Massey) From the Reading Rug to the Play Center: Enhancing Vocabulary and Comprehensive Language Skills by Connecting Storybook Reading and Guided Play	Field Journals
5	The Role of Children's Literature in Language and Literacy Development	(Lennox) Interactive Read-Alouds—An Avenue for Enhancing Children's Language for Thinking and Understanding: A Review of Recent Research	Read Aloud Observed by the Instructor
6	Language and Literacy Development in the Primary Grades (K-2)	Brown, Language and Literacy Development in the Early Years: Foundational Skills that Support Emergent Readers	Portrait of a Reader
7	Midterm		Field Notes
8	Methods of Literacy Instruction	(Lomeo-Smrtric) An Early Childhood Practitioner's Guide: Developmentally Appropriate Literacy Practices for Preschool-Age Children. (Roskos, et al.) The Essentials of Early Literacy Instruction	Critical Writing Essay
9	Differentiated Instruction for all learners	(Kennedy, E., 2008). Teaching in the Linguistically Diverse Writing Classroom: Voices of Our Students.	Running Record
10	The Cultural and Multilingual context of Language and Literacy Development	(Espinosa) Pre-K – 3 rd : Challenging Common Myths About Dual Language Learners.	E - portfolio
11	Assessment of Language and Literacy		Field Notes
12	Final Project Presentations		Reflection

19. SELECTED BIBLIOGRAPHY AND SOURCE MATERIALS:

Required Readings:

Boston University Medical Center, Erikson Institute, Early Literacy from Zero to Three

Brown, C. (2014) Language and Literacy Development in the Early Years: Foundational Skills that Support Emergent Readers. *The Language and Literacy Spectrum*, 24, 35-49.

Based on Clay, M.M. (2000). Concepts About Print: What have children learned about printed language? Portsmouth, NH: Heinemann

Espinosa, L. (2013). Pre K – 3rd grade: Challenging common myths about dual language learners. An

Kennedy, E. (2008). Teaching in the Linguistically Diverse Writing Classroom: Voices of Our Students. *Touchstone*, 1(1), 17-22.

Lennox, S. (2013), Interactive Read-Alouds—An Avenue for Enhancing Children's Language for Thinking and Understanding: A Review of Recent Research. *Early Childhood Education Journal*: 41, 381-389.

Lomeo-Smratic, C. (2008) An Early Childhood Practitioner's Guide: Developmentally Appropriate Literacy Practices for Preschool-Age Children. *Educator's Voice*, 1, 2-7.

Massey, S. (2013). From the Reading Rug to the Play Center: Enhancing Vocabulary and Comprehensive Language Skills by Connecting Storybook Reading and Guided Play. *Early Childhood Education Journal*, 41; 125-131.

Michael, S. (2013), Supporting Literacy Development for Young Children through Home and School Connections. *Dimensions of Early Childhood*, 41 (2), 30-37.

Roskos, K., Christie, J. and Richgels, D. (2003). The Essentials of Early Literacy Instruction. *Young Children*, 2003, 1-8.

Suggested Readings:

Carbo, M. (1988). *Debunking the Great Phonics Myth*. Phi Delta Kappa, 70, 226-240.

Chaplin, C. (1980). *Puppetry and Creative Dramatics in Storytelling*. Austin, TX: Nancy Renfro Studies.

Cooper, J. D. (2000). *Literacy: Helping Children Construct Meaning*. NY: Houghton Mifflin Co.

Ericson, F. (1984). School literacy, reasoning and civility: An anthropologist's perspective. *Review of Educational Research* 54(4): 525-546.

Jacobs, L.B. (ed). (1965) *Using Literature With Young Children*. New York: Teachers College Press.

Kalmar K. (2008). Let's give children something to talk about! Oral language and preschool literacy. *Young Children*, January 2008, 88-92.

Kennedy, E. (2006) Literacy development of linguistically diverse first graders in a mainstream English classroom: Connecting speaking and writing. *Journal of Early Childhood Literacy* 6(2), 163-190.

Kennedy, E. (1997) *Ready to Use Lessons and Activities for the Primary Inclusive Classroom*. Englewood Cliffs, NJ: Prentice Hall.

Olswang, L., Rodriguez, B., and Timler, G. (1998). Recommending intervention for toddlers with specific language learning difficulties: We may not have all the answers, but we know a lot. *American Journal of Speech Language Pathology*, 7, 23 – 32.

Tamis-LeMonda, C., Luo, R., and Song, L. (2014). Parents role in infants' language development and emergent literacy. In *Wellbeing in Children and Families: A Complete Reference Guide*, Vol. 1. Landry, S. & Cooper, G. eds. Joh Wiley & Sons.

Trelease, J. (2001). The Read Aloud Handbook. New York: Viking/Penguin.

Turner, N.D. and Traxler, M.A.(2000) *Children's Literature in the Primary Inclusive Classroom*. Albany, NY: Delmar.

Vygotsky, L. (1962) *Thought and Language*. Cambridge, MA: MIT.

Please contact your Department Chairperson or Associate Dean Stanley Bazile at the Office of Academic Affairs x5328, if you require any assistance completing a course proposal according to this format. Copies of this format are available electronically.

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Michael V. Kervick