

Submit originals (including syllabus) and one copy and electronic copy to the **Faculty Senate Office**  
 See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

**CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL**  
 Attach a syllabus, except if dropping a course.

**SUBMITTED BY:**

	<b>Department of Social and Human Development</b>		<b>CRCO</b>
	<b>Veronica Plumb</b>		<b>455-2038</b>
	<a href="mailto:vmplumb@alaska.edu">vmplumb@alaska.edu</a>		<b>Veronica Plumb</b>

**1. COURSE IDENTIFICATION: As the course now exists.**

	<b>ECE</b>		<b>421</b>		<b>3</b>
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<b>COURSE TITLE</b>	<b>From Babbling to Talking to Early Literacy</b>
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**2. ACTION DESIRED: Changes to be made to the existing course.**

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<b>NUMBER</b>				
<b>PREREQUISITES</b>	<b>X</b>	<b>FREQUENCY OF OFFERING</b>		

<b>STACKED (400/600)</b> Include syllabi.	<b>No</b>			
<b>OTHER (please</b>				

**3. COURSE FORMAT**

**COURSE FORMAT**  
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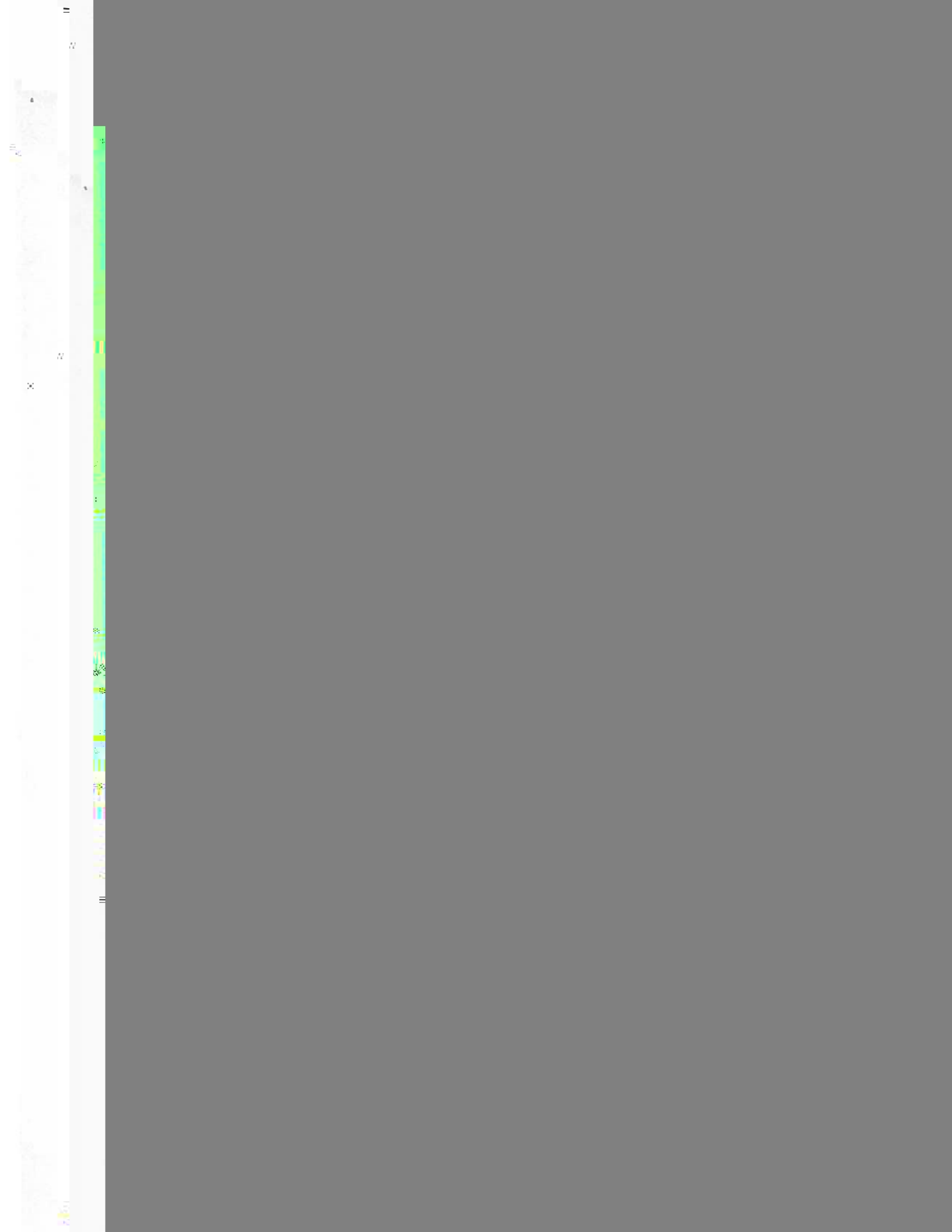


*JUSTIFICATION FOR ACTION REQUESTED*

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**The CDFS program has been looking carefully at the courses provided and is currently involved in a major program change that will promote better opportuni**

See signatures attached.





A.

**UNIVERSITY OF ALASKA FAIRBANKS**  
**College of Rural and Community Development**  
**Child Development and Family Studies (CDFS)**

B.

**C. DRAFT Course Syllabus**

D.

**Course Title:** From Babbling to Talking to Early Literacy

**Credits:** 3 (2.5 +0+1.5)

**Prerequisites:** ECE 220, Engl 111X, Engl 211X or 213X,

**E. Instructor:** Cameron Young

**Phone:** TBA

**E-mail:** TBA

**Office or Contact hours:** Instructor will post office hours for students at first class.

**Location:** Distance Delivered possibly in conjunction with local Fairbanks site.

**Dates:** Spring 2012

**Times:** Tuesday & Thursday TBA

Over the course of 11 weeks, ECE 421 will meet 10 times for 3 hours each. There will be an additional 20 hours of field experience completed relating to language and literacy development of infants and toddlers.

**Text :**

Required

Rosenkoetter, S.E., Knapp-Philo, J. (2006). *Learning to read the world: Language and literacy in the first three years*. WA D.C. Zero to Three Press  
ISBN-13: 978-0943657868

Birckmayer, J., Kennedy, A., & Stonehouse, A. (2008). *From Lullabies to Literature: Stories in the lives of infants and toddlers*. WA D.C. National Association for the Education of Young Children  
ISBN-13: 978-1928896524

**Course Description:**

This course provides the opportunity for exploration of infant-toddler beginning language and early literacy development as it considers 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 of families and culture.

ECE 421 is required for the Child Development and Family Studies BA program within the Infant and Toddler concentration.

**Course Goal:**

**Student Learning Objectives/Outcomes:**

Also, create a contact with your preferred email and other contact information. Hint you can also attach a current image of yourself so we each have a fact that goes with the audio voice. (50 pts)

**Making literacy materials:**

For this activity you will need to design and create a book for each of the three ages within the infant and toddler spectrum.

Write a reflection describing the reasons why you chose the specific design of books for each of the ages.

Detail guidelines will be provided on the course Blackboard site.

(Course obj. a, b, c) (NAEYC standards 1.c, 4.b, 4.d, 5.c) (100 pts)

**Parent Training:**

Develop a 1-hour training designed around parent needs for understanding of developmentally appropriate expectations and strategies for language and literacy development. Attention to cultural backgrounds of specified audience will be part of training.

Though not mandatory, this could be an interesting addition to your final curriculum project as you work with parents.

(Course obj. a, c and e) (NAEYC standards 1.a, 2.a, 2.b) (50 pts)

**Make a Commercial:**

Each student will use their knowledge and understanding of early language and literacy development to develop and record (on video) a 2 – 3 minute synopsis of how early literacy and language is important to the first three years of life.

Commercial videos will be posted on the Bb site and viewed by all class peers.

Guidelines for ideas will be placed on the course Blackboard site.

(Course Obj a, b) (NAEYC standards 1.a, 1.b, 2.b, 4.a, 4.d) (50 pts)

**Community Documentation Board:**

Develop a in depth documentation board out of the compilation of information you have received during your class. Your plan would be to explain and reflects upon children typical progress through the stages of babbling to talking to early literacy.

Detail guidelines will be provided on the course Blackboard site with examples of Documentation boards.

(4 hours)(Course outcomes: a, b, d, b) (NAEYC: 1.a, 1.b, 1.c, 2.b, 2.c, 4.b, 4.d, 5.c) (100 pts)

This field assignment is to be included as part of the final curriculum project.



Detail guidelines will be provided on the course Blackboard site.  
 (2 hours) (Course obj a, b, c) (NAEYC Standards: 1.a, 1.b, 4.b, 4.d, 5.c)

This field assignment is part of the final curriculum project. Include the child you have specifically chosen to work with as one of the children you participate with in this assignment.

**Environment:**

Visit 2 environments where infants and/or toddlers spend time. Consider how the environment supports language and literacy development, inclusionary of routines, environmental print and planned activities. Within your reflection, discuss what you have observed and how it fits into the spectrum of environments that appropriately support the developmental needs of infants and toddlers around language and literacy development.

(2 hours) (Course obj a, b, c) (NAEYC Standards: 1.a, 1.b, 4.b, 4.d, 5.c)

This field assignment is part of your final curriculum project. Use information gained through the 2 environments you have visited to help you design the plan for the child and family you have specifically chosen to work with.

**Community Documentation Board:**

1. Develop a in depth documentation board out of the compilation of information you have received during your class. Your plan would be to explain and reflects upon children typical progress through the stages of babbling to talking to early literacy.

Detail guidelines will be provided on the course Blackboard site with examples of Documentation boards.  
 (4 hours)(Course outcomes: a, b, d, b) (NAEYC: 1.a, 1.b, 1.c, 2.b, 2.c, 4.b, 4.d, 5.c)  
 This field assignment is to be included as part of the final curriculum project.

**Course Evaluation:**

A letter grade will be issued for participants. (Note that you must receive a C or higher for this course to count towards your Child Development Family Study BA Degree. Grading is based on:

**Grading Policy:**

Homework (5 @ various points)	250	50%
Class lecture and discussion participation	25	05%
Final Project (two parts)	200	40 %
Beginning and Ending Reflection	<u>25</u>	<u>05 %</u>
<b>Total</b>	<b>500</b>	<b>100%</b>

Grade	Points	Definition
A = 100% - 90%	500-450	An honor grade. Demonstrates originality, independence, a thorough mastery of the subject; completing more work than is regularly required. Demonstrates a deep understanding, presented with exceptional clarity & poise.
B = 89% - 80%	449-400	Better than the average. Above the average expectatio3uCi03uCi

## Draft: Course Calendar

Date	Topic and Assignment
Week 1 Class Meeting	<b>In class today</b> Review course expectations; introductions; Following discussion will include

	<p>the environment supports language and literacy development, inclusionary of routines, environmental print and planned activities.</p> <p>Within your reflection, discuss what you have observed and how it fits into the spectrum of environments that appropriately support the developmental needs of infants and toddlers around language and literacy development.</p> <p>(2 hours) (Course obj a, b, c) (NAEYC Standards: 1.a, 1.b, 4.b, 4.d, 5.c)</p> <p>This field assignment is part of your final curriculum project. Use information gained through the 2 environments you have visited to help you design the plan for the child and family you have specifically chosen to work with.</p>
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Week 4

**In class today:**

	<p>synopsis of how early literacy and language is important to the first three years of life. Commercial videos will be posted on the Bb site and viewed by all class peers.</p> <p>Guidelines for ideas will be placed on the course Blackboard site. (Course Obj a, b) (NAEYC standards 1.a, 1.b, 2.b, 4.a, 4.d)</p>
<p>Week 8</p>	<p><b>In class today:</b> Class Lecture: High expectations for language and literacy for infants and toddlers who have significant disabilities</p> <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>Week 8 Homework</p>	<p><b>Baby Sign:</b> Explore the strategies of <i>Baby Sign</i>; Develop 2 weeks of daily lesson plans demonstrating how you would incorporate Baby Sign into your daily activities in your classroom. Your plans should include: signs that you would use, when you would use them specifically. In your analysis describe how you could use the signs outside of the times you plan to use them, why you chose the signs you chose, what you could do to help parents and teachers understand the importance of Baby Sign, and if you plan to implement signing in your class.</p> <p>(Course obj. d and e)(NAEYC standards 1.a, 1.b, 1.c)</p>

Week 9

**In class today:**

The Child Development and Family Studies program will work with the Office of Disability Services to provide reasonable accommodation to students with disabilities. Disability Services provide a variety of services to assure equal access for all students. Interpreting services, educational assistants, note taking, and exam accommodations for students are the most frequently provided accommodations.

The Office of Disability Services implements the American with Disabilities Act (ADA), and insures that the UAF students have equal access to the campus and course materials. (203 WHIT, 474-7043) I will work with the Office of Disabilities Services to provide reasonable accommodation to students with disabilities.

## **Library Services for off campus students**

<http://library.uaf.edu/offcampus>

Off-Campus Library Services is a unit set up to serve rural UAF students and faculty who do not have access to appropriate information resources in their town or village. We work in support of The College of Rural & Community Development and The Center for Distance Education and Independent Learning.

We can supply your information needs for the courses you are taking. For example, if a research paper is required in the teleconference or correspondence course that you are taking, you can contact us, explain your information need, and we will send library materials to you so that you can write your paper.

Contact us at Off-Campus Services, Elmer E. Rasmuson Library

310 Tanana Loop, PO Box 756800

Fairbanks, Alaska USA 99775-6800

Phone: 1-800-478-5348 Email: [fyddl@uaf.edu](mailto:fyddl@uaf.edu)

**For more off campus help go to:**

[http://www.uaf.edu/library/instruction/ls101/other/Distance\\_Resources.html](http://www.uaf.edu/library/instruction/ls101/other/Distance_Resources.html)

## **Computer, Internet and Software**

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