



INSTRUCTIONAL PACKAGE

ECD 131

Language Arts

**Spring 2020
2019/20**

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: Spring 2020

COURSE PREFIX: ECD 131

COURSE TITLE: Language Arts

CONTACT HOURS: 75

CREDIT HOURS: 3.0

RATIONALE FOR THE COURSE:

In this course, we focus on how early literacy learning develops in young children. You will learn about developmentally appropriate strategies for promoting literacy competence in young children.

COURSE DESCRIPTION:

This course is a study of methods and materials in age-appropriate language experiences. Opportunities are provided to develop listening, speaking, pre-reading and pre-writing skills through planning, implementation, and evaluation of media, methods, techniques and equipment. Methods of selection, evaluation, and presentation of children's literature are included

PREREQUISITES/CO-REQUISITES:

(SAT Critical Reading 380 and Background Check Form 1 and Credit level [ECD 101](#) Minimum Grade of C or Credit level [ECD 101](#) Minimum Grade of TC) or (ACCUPLACER Reading Comp 056 and ACCUPLACER Sentence Skills 058 and Background Check Form 1 and Credit level [ECD 101](#) Minimum Grade of C or Credit level [ECD 101](#) Minimum Grade of TC) or (COMPANION Reading 056 and COMPANION Sentence Skills 058 and Background Check Form 1 and Credit level [ECD 101](#) Minimum Grade of C or Credit level [ECD 101](#) Minimum Grade of TC) or (Multiple Measures English 1 and Background Check Form 1 and Credit level [ECD 101](#) Minimum Grade of C or Credit level [ECD 101](#) Minimum Grade of TC) or (COMPASS Reading 65 and COMPASS Writing 31 and Background Check Form 1 and Credit level [ECD 101](#) Minimum Grade of C or Credit level [ECD 101](#) Minimum Grade of TC) or (ACT English 12 and ACT Reading 14 and Background Check Form 1 and Credit level [ECD 101](#) Minimum Grade of C or Credit level [ECD 101](#) Minimum Grade of TC) or (Credit level [ENG 155](#) Minimum Grade of C or Credit level [ENG 155](#) Minimum Grade of TC or Credit level [ENG 100](#) Minimum Grade of C* or Credit level [ENG 101](#) Minimum Grade of C or Credit level [ENG 101](#) Minimum Grade of TC and Credit level [ECD 101](#) Minimum Grade of C or Credit level [ECD 101](#) Minimum Grade of TC and Background Check Form 1) and (Background Check Form 1)

REQUIRED MATERIALS:

Please visit the Bookstore online site for most current textbook information. Use the direct link below to find textbooks.

[BOOKSTORE](#).

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

Text: The Intentional Teacher. Ann Epstein

Text: South Carolina Early Learning Standards. DSS

Text: Early Childhood Experiences in Language Arts: Early Literacy and MindTap Education.
Jeanne M. Machado

ADDITIONAL REQUIREMENTS:

This is a lab class with **75 required hours** including preparation of materials and field experiences. All students are expected to provide transportation and any expenses associated with transportation to and from all field experiences.

- Materials and containers for Books, Props, Activities and other assignments
- Notebook with dividers
- Camera (can use your phone)
- Library card
- Microsoft Office – Word
- Printer or access to printer
- Portable storage device

TECHNICAL REQUIREMENTS:

Access to Desire2Learn (D2L), HGTC's student portal for course materials.

WaveNet and D2L email access.

Assignments will **only** be accepted for credit in Microsoft Word.

The majority of course requirements including submitting assignments, receiving notifications and feedback will occur through the course in D2L. The student will be required to access, download, and/or print material from "My Courses" through his(her) WaveNet account. Please be advised that technology issues or problems are **not** an acceptable excuse for **not** participating as **required** for attendance or failing to submit an assignment on the due date.

When having technology problems find another computer to complete the required work. Computers are open to students at numerous locations on all three campuses including open computer labs and the libraries. There are computers available for use in other public locations including the public libraries. A final option would be to contact a friend or relative to borrow a computer. When technology issues are related to the system (i.e., D2L and WaveNet), and not the result of a broken computer, you should contact student online support OIT Help Desk at (843) 349-5340 or through their link on the WaveNet homepage. Although, technology issues or

problems are not an acceptable excuse for not participating as required, it is a good idea to notify your professor about the problem or difficulty.

Student Responsibility and Course Academic Misconduct

Students must complete their own work whether online or in a traditional classroom. Under Section III - Proscribed Conduct - of the Student Code for the South Carolina Technical College System (3-2-106.1) as published in the Horry-Georgetown Technical College (HGTC) Catalog and Student Handbook (2010-2011), "Academic Misconduct [is] all forms of academic misconduct including, but not limited to, cheating on tests, plagiarism, collusion and falsification of information [and] will call for discipline. Alleged violations will be handled according to the procedures presented in Section IV" of the catalog (pp. 47–49). The disciplinary procedures and possible consequences for an act of academic misconduct are detailed under Sections IV and V of the HGTC Catalog and Student Handbook (2010-2011) (pp. 49-54).

Therefore, students must complete their own work whether online or in a traditional classroom. Any student who does not complete his(her) own work, completes his(her) work through significant assistance of another person(s) or completes work for another student, whether for compensation or not, has violated the Student Code (HGTC Catalog & Student Handbook, 2010-2011, p. 47-54) and has committed academic misconduct. The act of misconduct includes plagiarism, or the act of using or presenting another person's work as your own.

To avoid the question of plagiarism, all information and material used as reference for any paper or project must have a parenthetical citation in the text identify the source of that knowledge and also listed on the reference page as required by the Publication Manual of the American Psychological Association (2010).

Any incident of suspected academic misconduct will be investigated, and should the evidence find that student is in violation of the student code, the incident will be formally reported to the Chief Instructional Officer or her designate.

The possible disciplinary actions, which a professor may take for a substantiated incident of misconduct, are set forth in the Horry-Georgetown Technical College Catalog and Student Handbook (2010-2011) on page 52. The student with questions and/or concerns should consult the Student Code for the South Carolina Technical College System (3-2-106.1) published in the HGTC College Catalog and Student Handbook (2010-2011) and/or course professor of record.

Part II: Student Learning Outcomes

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

Module 1: Language Development

Material covered: milestones, stages of development, teaching and learning strategies and techniques

Assessment: professional reading and notes

Learning outcomes:

1. Demonstrate knowledge of how children learn language and literacy based on current

research (*NAEYC Standard 1: Promoting Child Development and Learning, Key Elements A and B; Standard 5: Using Content Knowledge to Build Meaningful Curriculum, Key Element A; Supportive Skill 4: Making Connections*)

2. Identify language and literacy activities that are appropriate for the different stages of early childhood development (*NAEYC Standard 1: Promoting Child Development and Learning, Key Element A; Standard 4: Using Developmentally Effective Approaches, Key Element B; Supportive Skill 4: Making Connections ;Supportive Skill 5: Using Professional Resources*)

Module 2: Literacy Abilities

Material covered: definition, appropriate teaching and learning strategies and techniques

Assessment: Professional reading and notes, song, poem, fingerplays; lab activities, field work

Learning outcomes:

1. Demonstrate knowledge of how children learn language and literacy based on current research (*NAEYC Standard 1: Promoting Child Development and Learning, Key Elements A and B; Standard 5: Using Content Knowledge to Build Meaningful Curriculum, Key Element A; Supportive Skill 4: Making Connections*)
2. Identify language and literacy activities that are appropriate for the different stages of early childhood development (*NAEYC Standard 1: Promoting Child Development and Learning, Key Element A; Standard 4: Using Developmentally Effective Approaches, Key Element B; Supportive Skill 4: Making Connections ;Supportive Skill 5: Using Professional Resources*)
3. Plan, implement, and evaluate a variety of media, methods, and techniques to promote positive literacy outcomes for young children (*NAEYC Standard 4: Using Developmentally Effective Approaches, Key Elements A- D; Standard 5: Using Content Knowledge to Build Meaningful Curriculum, Key Elements A-C; Supportive Skills 1-5*)

Module 3: Reading Aloud and Choosing Appropriate Books

Material covered: teaching strategies and techniques, book selection criteria, book genres

Assessment: Annotated bibliographies, professional reading and notes, field work, literacy plan and presentation

Learning outcomes:

1. Demonstrate knowledge of how children learn language and literacy based on current research (*NAEYC Standard 1: Promoting Child Development and Learning, Key Elements A and B; Standard 5: Using Content Knowledge to Build Meaningful Curriculum, Key Element A; Supportive Skill 4: Making Connections*)
2. Identify language and literacy activities that are appropriate for the different stages of early childhood development (*NAEYC Standard 1: Promoting Child Development and Learning, Key Element A; Standard 4: Using Developmentally Effective Approaches, Key Element B; Supportive Skill 4: Making Connections ;Supportive Skill 5: Using Professional Resources*)
3. Plan, implement, and evaluate a variety of media, methods, and techniques to promote positive literacy outcomes for young children (*NAEYC Standard 4: Using Developmentally Effective Approaches, Key Elements A- D; Standard 5: Using Content Knowledge to Build Meaningful Curriculum, Key Elements A-C; Supportive Skills 1-5*)
4. Integrate language and literacy activities in all areas of the curriculum (*NAEYC Standard 4: Using Developmentally Effective Approaches, Key Element B; Standard 5: Using Content*

Knowledge to Build Meaningful Curriculum, Key Element B; Supportive Skill 3: Written and Verbal Communication)

5. Select, evaluate and present quality literature that is appropriate for various stages of development (*NAEYC Standard 4: Using Developmentally Effective Approaches, Key Elements C and D; Standard 5: Using Content Knowledge to Build Meaningful Curriculum, Key Element C; Supportive Skill 3: Written and Oral Communication*)

****Students – please refer to the Instructor’s Course Information sheet for specific information on assessments and due dates.***

Part III: Grading and Assessment

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS*

Professional Reading Notes and Analyses	100 points	10 %
Annotated Bibliography	250 points	25%
Literacy Field Work and Observations	200 points	20%
Literacy Plans and Presentation	100 points	10%
Lab Assignments	250 points	25%
Professionalism	100 points	10%
Exam	<u>100 points</u>	<u>10%</u>
TOTAL	1000 points	100%

GRADING SYSTEM:

A = 900-1000 B = 800-899 C = 700-799 D = 600-699 F = 500-599

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the academic calendar for deadlines for add/drop ([ACADEMIC CALENDAR](#)). You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of eighty percent (80%) of his or her classes in order to be eligible to receive credit for any course. However, due to the varied nature of courses taught at the College, a more rigid attendance policy may be required by individual instructors. At a minimum, a student may be withdrawn from a course(s) after he or she has been absent in excess of ten percent (10%) of the total contact hours for a course. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course**

Information Sheet.

For online and hybrid courses, check your Instructor's Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

Part V: Student Resources

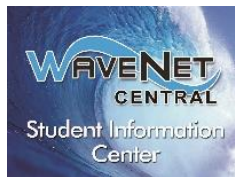


The Student Success and Tutoring Center (SSTC)

The SSTC offers to all students the following **free** resources:

1. **Academic coaches** for most subject areas, **Writing Center Support**, and **college success skills**.
2. **On-line student success and academic support resources**.

Visit the SSTC website: [Student Success & Tutoring Center](#) and visit the student services tab in your WaveNet account to schedule appointments using TutorTrac. For more information, call: SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455. Room locations and Live Chat is available on the SSTC website.



Student Information Center: WaveNet Central (WNC)

WNC offers to all students the following **free** resources:

1. **Getting around HGTC**: General information and guidance for enrollment!
2. Use the [Online Resource Center \(ORC\)](#) for COMPASS support, technology education, and online tools.
3. **Drop-in technology support or scheduled training** in the Center or in class.
4. **In-person workshops, online tutorials and more services** are available.

Visit the WNC website: [Wavenet Central](#). Live Chat and Center locations are posted on the website. Or please call one of the following locations: WNC Conway, 349-5182; WNC Grand Strand, 477-2076; and WNC Georgetown, 520-1473.

Student Testing: (If course is offered in multiple format include this section, delete if only F2F sections are offered.)

Testing in an **online/hybrid** course may be accomplished in a variety of ways:

- Test administered within D2L
- Test administered in writing on paper
- Test administered through Publisher Platforms

Further more tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through RPNOW, our online proctoring service. To find out more about proctoring services, please visit the [Online Testing](#) section of the HGTC's Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

Disability Services:

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to Beth Havens, Director of Student Development on the Conway Campus Jaime Davis, Counselor/Advisor on the Georgetown Campus or Kristin Griffin, Counselor on the Grand Strand Campus. These individuals will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

Statement of Equal Opportunity/Non-Discrimination Statement

Horry Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, gender, national or ethnic origin, age, religion, disability, marital status, veteran status, sexual orientation, gender identity, or pregnancy in educational programs and/or activities.

Title IX Requirements

Horry Georgetown Technical College prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking. Any student who believe he or she has experienced or witnessed discrimination including sexual harassment, domestic violence, dating violence, sexual assault or stalking is encouraged to report such incidents to one of the College's Title IX Coordinators.

*Faculty and Staff are required to report incidents to the Title IX Coordinators when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

Inquiries regarding the non-discrimination policies:	
Student and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Associate Vice President for Student Affairs.	Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Associate Vice President for Human Resources.
Dr. Melissa Batten, AVP Student Affairs <i>Title IX Coordinator</i> Building 1100, Room 107A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5228 Melissa.Batten@hgtc.edu	Jacquelyne Snyder, AVP Human Resources <i>Section 504, Title II, and Title IX Coordinator</i> Building 200, Room 212A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5212 Jacquelyne.Snyder@hgtc.edu