



INSTRUCTIONAL PACKAGE

ECD 131
Language Arts

Effective Term
AY 2020/2021

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Part I: Course Information

Effective Term: Spring 2021

COURSE PREFIX: ECD 131 COURSE TITLE: Language Arts

CONTACT HOURS: 45 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 or (ACCUPLACER Reading Comp 056 and ACCUPLACER Sentence Skills 058) or (New ACCUPLACER Reading Comp 235 and New ACCUPLACER Sentence Skills 235) or (COMPANION Reading 056 and COMPANION Sentence Skills 058) or (Multiple Measures English 1) or (COMPASS Reading 65 and COMPASS Writing 31) or (ACT English 12 and ACT Reading 14) or Credit level ENG 100 Minimum Grade of C* or Credit level ENG 155 Minimum Grade of C or Credit level ENG 155 Minimum Grade of TC 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)

***Online/Hybrid** courses require students to complete the DLI Online Student Orientation prior to completing an online course. The DLI Online Student Orientation can be found in WaveNet, under the My Student tab.

REQUIRED MATERIALS:

Please visit the [BOOKSTORE](#) online site for most current textbook information. Use the direct link below to find textbooks.

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

ADDITIONAL REQUIREMENTS:

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.

STUDENT IDENTIFICATION VERIFICATION:

Students enrolled in online courses will be required to participate in a minimum of one (1) proctored assignment and/or one (1) virtual event to support student identification verification. Please refer to your Instructor Information Sheet for information regarding this requirement.

CLASSROOM ETIQUETTE:

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

NETIQUETTE: is the term commonly used to refer to conventions adopted by Internet users on the web, mailing lists, public forums, and in live chat focused on online communications etiquette. For more information regarding Netiquette expectations for distance learning courses, please visit [Online Netiquette](#).

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*)

Part III: Grading and Assessment

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS*:

Students' performance will be assessed and the weight associated with the various measures/artifacts are listed below.

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%
Exam	<u>100 points</u>	<u>10%</u>
TOTAL	1000 points	100%

GRADING SYSTEM:

A = 90-100 B = 80-89 C = 70-79 D = 60-69 F = 59 and below

Grades earned in courses impact academic progression and financial aid status. Before withdrawing

****Students, for the specific number and type of evaluations, please refer to the Instructor's Course Information Sheet.***

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. 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 80 percent (80%) of their classes in order to receive credit for any course.

Due to the varied nature of courses taught at the college, some faculty may require up to 90 percent (90%) attendance. Pursuant to 34 Code of Federal Regulations 228.22 - Return to Title IV Funds, once a student has missed over 20% of the course or has missed two (2) consecutive weeks, the faculty is obligated to withdraw the student and a student may not be permitted to reenroll. **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, and 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 tutors** for most subject areas, **Writing Center support**, and **college success skills**.
2. Online **tutoring** and academic support resources.
3. Professional and interpersonal communication **coaching** in the EPIC Labs.

Visit the [Student Success & Tutoring Center](#) website for more information. To schedule tutoring appointments using TutorTrac, visit the Student Services tab in WaveNet. Email sstc@hgtc.edu or call SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455, or go to the [Online Resource Center](#) to access on-demand resources.



CENTRAL STUDENT INFORMATION CENTER: TECH Central

TECH Central offers to all students the following **free** resources:

1. **Getting around HGTC**: General information and guidance for enrollment!
2. Use the [Online Resource Center \(ORC\)](#) including scheduled technology training, Office 365 support, password resets, and username information.
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.
5. **Chat with our staff on TECH Talk**, our live chat service. TECH Talk can be accessed on the student portal and on TECH Central's website, or by texting questions to (843) 375-8552.

Visit the [Tech Central](#) website for more information. Live Chat and Center locations are posted on the website. Or please call (843) 349 – TECH (8324).

STUDENT TESTING:

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 HGTC's [Accessibility and Disability Service webpage](#). The Accessibility and Disability staff 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, sex, national or ethnic origin, age, religion, disability, marital or family status, veteran status, political ideas, sexual orientation, gender identity, or pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation in educational programs and/or activities.

TITLE IX REQUIREMENTS:

All students (as well as other persons) at Horry-Georgetown Technical College are protected by Title IX—regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin—in all aspects of educational programs and activities. Any student, or other member of the college community, who believes that he/she is or has been a victim of sexual harassment or sexual violence may file a report with the college's Chief Student Services Officer, campus law enforcement, or with the college's Title IX Coordinator, or designee.

*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/TITLE IX 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 Vice President for Student Affairs.

Dr. Melissa Batten, VP Student Affairs

Title IX Coordinator

Building 1100, Room 107A, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5228

Melissa.Batten@hgtc.edu

Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources.

Jacquelyne Snyder, VP Human Resources

EEO and Title IX Coordinator

Building 200, Room 212A, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5212

Jacquelyne.Snyder@hgtc.edu