

TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:

Department	Early Childhood	College/School	CRCD
Prepared by	Veronica Plumb	Phone	455-2038
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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	<input type="checkbox"/>	New Course	<input checked="" type="checkbox"/>		
2. COURSE IDENTIFICATION:	Dept	ECE	Course #	421	No. of Credits	3
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.				
3. PROPOSED COURSE TITLE	From Babbling to Talking to Early Literacy					
4. CROSSLISTED? YES/NO	No	If yes, Dept:		Course #		
(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)						
5. STACKED? YES/NO	No	If yes, Dept.		Course #		
6. FREQUENCY OF OFFERING:	Alternate Spring or As Demand Warrants					
(Every or Alternate) Fall, Spring, Summer — or As Demand Warrants						
7. SEMESTER & YEAR OF FIRST OFFERING (if approved)	Spring 2012					

8. COURSE FORMAT:

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT: (check one)	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input checked="" type="checkbox"/>	6 weeks to full semester
OTHER FORMAT (specify)	This course may be offered with a condensed schedule of 10 days.											
Mode of delivery (specify lecture, field trips, labs, etc)	Lecture, small and large group discussions, presentations, labs											

9. CONTACT HOURS PER WEEK:	4/10	LECTURE hours/weeks	<input type="checkbox"/>	LAB hours/week	<input type="checkbox"/>	PRACTICUM hours/week
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Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty/cd/credits.html> for more information on number of credits.

OTHER HOURS (specify type)	ECE 421 may possibly be scheduled to meet 10 times over 10 days for 4 hours each, giving a total of 40 course contact hours. Included in course will be 8 hours of lab time. Four hours of lab time will be actively spent with infants and toddlers. Four hours of this lab time will take place during course meeting hours. This gives the course a total of 44 hours dedicated to course meetings and Lab time. An alternate course calendar directed towards this condensed facilitation is included at the end of the sample syllabus for ECE 421.
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10. COMPLETE CATALOG DESCRIPTION including dept., number, title and credits (50 words or less, if possible):

ECE 421 From Babbling to Talking to Early Literacy (3)
 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 Eng 213X
 Recommended: ECE 104, or ECE 245, or other early development course

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

12. COURSE REPEATABILITY:

Is this course repeatable for credit? YES NO

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit? TIMES

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course? CREDITS

13. GRADING SYSTEM:

LETTER: PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)

14. PREREQUISITES

These will be *required* before the student is allowed to enroll in the course.

RECOMMENDED

Classes, etc. that student is strongly encouraged to complete prior to this course.

15. SPECIAL RESTRICTIONS, CONDITIONS

16. PROPOSED COURSE FEES

Has a memo been submitted through your dean to the Provost & VCAS for fee approval? Yes/No

17. PREVIOUS HISTORY

Has the course been offered as special topics or trial course previously? Yes/No

If yes, give semester, year, course #, etc.:

18. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

No impact to budget, facilities or space. Full time faculty or qualified adjuncts will facilitate course instruction.

19. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (ffklj@uaf.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No Yes Library collections are adequate

20. IMPACTS ON PROGRAMS/DEPTS

What programs/departments will be affected by this proposed action?
Include information on the Programs/Departments contacted (e.g., email, memo)

No other program or departments will be affected by this proposed new course

21. POSITIVE AND NEGATIVE IMPACTS

Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.

format 1 ECE 421

No negative impacts.
Positive impacts for the Child Development and Family Studies BA program as it meets workforce demand requesting more classes with content on infant and toddler care and education.

JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

Development and facilitation of ECE 421 will meet some needs of early childhood work force development within the state of Alaska. This course answers part of a direct request from programs within the state such as Early Head Start, Parents as Teachers, and other early learning programs that work with families and young children. This course will become required within an infant and toddler concentration within the Child Development and Family Studies BA degree program.

APPROVALS

P.A. Mervitt, Colman Date *12/10/10*
Signature, Chair, Program/Department of: *DHSD*

Signature, Division Chair CRCD of: _____ Date _____

Quinn B. R. R. R. Date *10/8/10*
Signature, Chair, College/School Curriculum Council for: *CRCD*

Peter Pinner Date *12/15/10*
Signature, Dean, College/School of: *CRCD*

Signature of Provost (if applicable) _____ Date _____

Offerings above the level of approved programs must be approved in advance by the Provost.

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

Signature, Chair, UAF Faculty Senate Curriculum Review Committee _____ Date _____

ADDITIONAL SIGNATURES (if required)

Signature, Chair, Program/Department of: _____ Date _____

Signature, Chair, College/School Curriculum Council for: _____ Date _____

Signature, Dean, College/School of: _____ Date _____

ATTACH COMPLETE SYLLABUS (as part of this application).

Note: The guidelines are online: <http://www.uaf.edu/uafgov/faculty/cd/syllabus.html>

The department and campus wide curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course change will be denied.

SYLLABUS CHECKLIST FOR ALL UAF COURSES

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

1. Course information:

Title, number, credits, prerequisites, location, meeting time (make sure that contact hours are in line with credits).

2. Instructor (and if applicable, Teaching Assistant) information:

Name, office location, office hours, telephone, email address.

3. Course readings/materials:

Course textbook title, author, edition/publisher.

Supplementary readings (indicate whether required or recommended) and any supplies required.

4. Course description:

Content of the course and how it fits into the broader curriculum;

Expected proficiencies required to undertake the course, if applicable.

Inclusion of catalog description is *strongly* recommended, and

Description in syllabus must be consistent with catalog course description.

5. Course Goals (general), and (see #6)

6. Student Learning Outcomes (more specific)

7. Instructional methods:

Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

8. Course calendar:

A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

9. Course policies:

Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

10. Evaluation:

Specify how students will be evaluated, what factors will be included, their relative value, and

how they will be tabulated into grades (on a curve, absolute scores, etc.)

11. Support Services:

Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

12. Disabilities Services:

The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials.

State that you will work with the Office of Disabilities Services (208 WHIT, 474-5655) to provide reasonable accommodation to students with disabilities."

EXAMPLE

University of Alaska Fairbanks,
College or Rural and Community Development
ECE 421
From Babbling to Talking to Early Literacy (3)
Spring 2012

Instructor: Veronica Plumb
Phone 455-2038 office
-mail vmplumb@alaska.edu

Course Description:

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 articulation of infant and toddler language and literacy acquisition. Additional purpose is to develop strategies for assisting language and literacy development.

Course Goals:

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 foundations for language and literacy from birth to 3 years of age.
- 1.b How relationships lead to early language and literacy development
- 1.c Roles families play in oral and language development
- 1.d Developing settings that encourage literacy development

Upon completion of this course, students will have demonstrated applicable skill in:

- 2.a Articulation of the process of language and early literacy development
- 2.b Helping families understand appropriate expectations for language development and early literacy learning
- 2.c Sharing a story with infants and toddlers
- 2.d Development of literacy materials for infants and toddlers

NAEYC Standards addressed in this course:

Standard 1: Promoting child development and learning

Key elements

- 1a: Knowing and understanding young children's characteristics and needs
- 1b: Knowing and understanding the multiple influences on development and learning
- 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.

Standard 2: Building family and community relationships

- 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-to-face group. Students will call in to class by dialing the following number: **1-800-570-3591** when prompted, dial in the following meeting PIN 8930399

DATE and TIME

First day of class will be DATE Last day of class will be DATE.

ECE 421 will meet 18 times over 10 weeks for 2 hours each, giving a total of 36 contact hours. There will be 8 hours of lab time actively spent with infants and toddlers.

Text and outside readings:

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

Grades:

Labs (3 @ 25 points each)	75	30%
Class lecture and discussion facilitation	50	20 %
Final Project (Documentation Board)	50	20 %
Reading Responses (5 @ 10 points each)	50	20%
Beginning and Ending Reflection	25	10 %
Total	250	100%

Grade	Points	Definition
A = 100% - 90%	250-225	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%	224-200	Better than the average. Above the average expectation. Projects or papers are presented neatly and thoroughly but do not have the depth and originality for an "A."
C = 79% - 70%	199-175	Average. The student grasps the essential information; material is complete and presented on time.
D = 69% - 60%	174-150	Below average. Student misses significant aspects of the assignment. Material is not turned in on time; student is unprepared to present project to class.
F = below 60 %	149-0	Student was unable to complete the assignment on time with at least a 60% understanding and presentation.

Incomplete "I" grades: will only be given if the student has successfully completed a majority of the class and has some *extenuating circumstance* that makes it *impossible* for them to complete the course this semester. An Incomplete grade will not be given to students who have simply fallen behind on assignments or who wish to improve their grade.

If you receive an incomplete grade you **MUST** attach the assignment sheet to every late assignment you turn in. This will assist the instructor in grading it quickly and correctly.

Guidelines for written assignments:

Upper Division writing and critical analysis skills are required for this course. English 211 or 213 are prerequisites for this course. Writing support is available through the Writing Center, 8th floor Gruening, and the TVCC Writing Skills Lab. Specifically for writing students, the Writing Center also provides a FAX tutoring service for students enrolled in the College of Rural and Community Development distance courses. Students can FAX their papers to them at (1-800-478-5246), the writing center will review your paper, and provide a telephone tutorial with a tutor at a designated time. They offer fax tutorials Monday through Thursday evenings and Sunday afternoons. Please assure that written assignments submitted reflect your understanding of course material and demonstrate good writing skills.

Written assignments and projects are to be formatted using APA and typed. Font size should be **10 – 12**, depending on the type of font. Spacing between lines should be **2.0**. Black ink on white paper is strongly preferred. Color graphics are acceptable, but not necessary.

Students outside the Fairbanks area should locate computer facilities in their local area. If you are having trouble locating suitable computer access, contact your regional campus or instructor.

The assignments take several forms. The following information will provide a guide for you to determine how much detail to provide in each type of answer:

Reaction Response Within the course reading expectations, you will be given an assortment of reading. These readings will be used to fulfill two separate assignments.

1. A personal reaction response will be written by each individual student and turned into the instructor. Please complete your reading response using APA formatting. The reaction response papers should be 1.5-2 pages. Reading response papers should address which article you have read, how any emotional responses that developed, questions and thoughts that may have come up, as well as any points you may have learned from the reading. What did you like? Was there anything that you found troublesome? Did you detect any errors in the material? Did it affirm your present beliefs? Reaction papers will be sent to the instructor through the assignment section of Bb, Students will also cut and paste their reading responses into the text box of the discussion board on Bb. These will be shared with and commented on by students.
2. Small groups will be formed with a specific reading assigned to each group. Each group will be expected to develop a class discussion around the assigned reading.

Final Projects:

There will be one final assignment due for ECE 421.

1. Develop an in depth documentation board. This documentation board will be created using the information you have received during your class. Your plan would be to explain and reflect upon the typical progress children make as they progress through the stages of babbling to talking to early literacy. Your documentation board is to be posted in your community. Plans for posting in your community will be explained in your final write-up.

Detail guidelines will be provided on the course Blackboard site with examples of Documentation boards. (Course outcomes: 1.a, 1.b, 1.d, 2.b) (NAEYC: 1.a, 1.b, 1.c, 2.b, 2.c, 4.b, 4.d, 5.c)

Lab Assignments

	Topic and Assignment
	Familiarize yourself with the Blackboard site. The first discussion forum is to share information about your site. Please place your first posting under the forum titled introductions.

Lab 1 Assignment	<p>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. Write a synopsis of what you have heard. Explain what you heard, does it meet the documentation you have read and discussed concerning language acquisition? What would you suggest that would provide an enhanced verbal environment for the child/children in your observation. (1 hours) (Course obj 1.a, 1.b, 2.a) (NAEYC standards 1.b, 1.c, 4.a, 4.d)</p>
Lab 2 Assignment	<p>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. (1 hours) (Course obj 1.a, 1.d, 2. c) (NAEYC standards 1.c, 4.b, 4.d, 5.c)</p>
Lab 3 Assignment	<p>Storytelling with infants and toddlers Choose a child within both areas, infant and toddler, Share an age appropriate book with each child. Reflecting on your and the children's experiences, write up an explanation of the results. Detail guidelines will be provided on the course Blackboard site. (2 hours) (Course obj 2.b) (NAEYC Standards: 1.a, 1.b, 4.b, 4.d, 5.c)</p>
Lab 4 Assignment	<p>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. You will upload your commercial on the course Blackboard site within the forum that has been prepared especially for you. You will be expected to watch and critique the commercials of your peers. Guidelines for ideas and providing a critique will be placed on the course Blackboard site. (4 hours) (Course Obj 2.a, 2.b) (NAEYC standards 1.a, 1.b, 2.b, 4.a, 4.d)</p>

Class Calendar Spring 2011 (10 week schedule)

Date	Topic and Assignment
Week 1	<p>In class today</p> <ul style="list-style-type: none"> Review course expectations; introductions; Following discussion will include thoughts for final assignment lab time. <p>Lecture Topic: Learning to Read the Word: A Beginning</p> <p>Preparation for next class: Read pages 15-80 in <i>Learning to read the world: Language and literacy in the first three years</i></p> <p>All classes will be recorded To retrieve recording at a later date: <i>Dial 1-800-230-8546</i> <i>Use your normal participant pin which is 8930399.</i> <i>You will be asked to give the date in a 6 digit number. For the September 10</i></p>

	<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 Listings for retrieval codes of following days will be posted on the announcement page of blackboard.</i></p>
Week 2	<p>In class today:</p> <ul style="list-style-type: none"> • Class Lecture topic: Foundations for language and literacy • Introduce Small groups and call in information <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Read pages 81-123 in <i>Learning to read the world: Language and literacy in the first three years</i> <p>Lab 1 due end of week 3</p>
Week 3	<p>In class today:</p> <ul style="list-style-type: none"> • Class Lecture topic: Relationships at the heart of early literacy <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Read pages 124-162 in <i>Learning to read the world: Language and literacy in the first three years</i> <p>Lab 2 due end of week 4</p>
Week 4	<p>In class today:</p> <ul style="list-style-type: none"> • Class Lecture topic: Book Sharing with infants and toddlers <p>Preparation for next class:</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 week 5</p>
Week 5	<p>In class today:</p> <ul style="list-style-type: none"> • Class Lecture: Encouraging literacy through family connections <p>Preparation for next class:</p> <p>Read pages 215-254 in <i>Learning to read the world: Language and literacy in the first three years</i></p>
Week 6	<p>In class today:</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>Preparation for next class:</p> <p>Read pages 255-290 in <i>Learning to read the world: Language and literacy in the first three years</i></p>
Week 7	<p>In class today:</p> <ul style="list-style-type: none"> • Class Lecture: Music the great organizer for early literacy <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Read pages 291-334 in <i>Learning to read the world: Language and literacy in the first three years</i>

Week 8	<p>In class today:</p> <ul style="list-style-type: none"> • Class Lecture: High expectations for language and literacy for infants and toddlers who have significant disabilities <p>Preparation for next class: 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>In class today:</p> <ul style="list-style-type: none"> • Class Lecture: Leading the way to quality, supervision and mentoring to sustain program innovations. <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Read pages 235-274 in <i>Learning to read the world: Language and literacy in the first three years</i>
Week 10	<p>In class today:</p> <ul style="list-style-type: none"> • Sharing final project • Closing of class.

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.

Sharing viewpoints is just as important for adults as it is for young children sharing your ideas, opinions and questions, give opportunity for you as well as your peers to reflect on different perspectives. Sharing in these different ways also helps the instructor know where you are in your understanding of the class content.

Preparation: Students are to be prepared for class. **They should have read the material scheduled to be discussed and have completed required assignments prior to the class period.** When students come to class unprepared it diminishes the discussion for everyone. However, it is better to come unprepared than not come! Lack of preparation will result in lower participation scores, but not as low of a score as not attending and participating at all!

Quality Issues: Reading reflections and the final research paper are to be typed (computers and word processor okay) unless otherwise stated in class. When working on Black board comments, please write your responses in your work processor and cut and paste into the Blackboard forum. This will allow students to read the discussions easily and comment. It is important to remember that students may have word processing programs that are different from each other that do not necessarily allow all attachments to be opened.

Audio-conference students:

Call in information will be e-mailed to student with this syllabus and is posted on the Announcement section of the ECE 421 Blackboard site. Please follow directions carefully. Our Audio meeting facilitator offers support services, including recoding of lecture for later playback at the request of the instructor. If you know you will miss a class or have other academic reasons for the lecture to be recorded, contact the instructor in advance of the class.

Mute feature on your home phone will be appreciated by all. It allows you to limit background noise. This is especially important if you are calling in from home or will have children present at you call in location. *6 mutes #6 un-mutes

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 student can hear and participate in the conversation. When you do speak, speak distinctly and in at a volume that will carry over the audio. Also, leave breaks in the discussion so the audio student may also participate.

Student Support Services:

I encourage you to work with the Writing Center (8th floor, Gruening, 474-5314) and the Math Lab (305 Chapman), both of which provide excellent advice, tutoring and assistance; and/or Office of Student Support Services (508 Gruening, 474-6844). Many students also find TVC support services very accessible and helpful, contact student services on the first floor of the TVCC building, 6th & Barnette or call them at 455-2851 or 2849.

Disabilities Services:

The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that 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. Representatives from the office also regularly meet students in the TVCC building. Check with the TVCC student services for more information, 455-2851 or 2849.

Example Alternate Course Calendar developed for condensed 10 day face-to-face facilitation

Number of Contact Hours/Credits:

ECE 421 will meet 10 times over 10 days for 4 hours each, giving a total of 40 course contact hours. Included will be 8 hours of lab time actively spent with infants and toddlers. Four hours of this lab time will take place during course meeting hours. This gives the course a total of 44 hours dedicated to course meetings and Lab time.

TIME 9:00 AM – 1:00 PM

First day of class will be DATE Last day of class will be DATE.

Date	Topic and Assignment
Day 1	<p>In class today</p> <ul style="list-style-type: none"> • Review course expectations; introductions; Following discussion will include thoughts for final assignment lab time. <p>Lecture Topic: Learning to Read the Word: A Beginning</p> <p>Preparation for next class: Read pages 15-80 in <i>Learning to read the world: Language and literacy in the first three years</i></p>
Day 2	<p>In class today:</p> <ul style="list-style-type: none"> • Class Lecture topic: Foundations for language and literacy • Introduce Small groups • Lab trip to infant/toddler classroom <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Read pages 81-123 in <i>Learning to read the world: Language and literacy in the first three years</i> <p>Lab 1 due end of day 3</p>

Day 3	<p>In class today:</p> <ul style="list-style-type: none"> • Class Lecture topic: Relationships at the heart of early literacy • Lab fun / Making literacy materials <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Read pages 124-162 in <i>Learning to read the world: Language and literacy in the first three years</i> <p>Lab 2 due end of week 4</p>
Day 4	<p>In class today:</p> <ul style="list-style-type: none"> • Class Lecture topic: Book Sharing with infants and toddlers • Lab trip to infant/toddler classrooms <p>Preparation for next class:</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>In class today:</p> <ul style="list-style-type: none"> • Class Lecture: Encouraging literacy through family connections <p>Preparation for next class:</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>In class today:</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>Preparation for next class:</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	<p>In class today:</p> <ul style="list-style-type: none"> • Class Lecture: Music the great organizer for early literacy • Lab time working on commercials <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Read pages 291-334 in <i>Learning to read the world: Language and literacy in the first three years</i>
Day 8	<p>In class today:</p> <ul style="list-style-type: none"> • Class Lecture: High expectations for language and literacy for infants and toddlers who have significant disabilities • Lab time to complete commercials <p>Preparation for next class:</p> <p>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</p>

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