

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:

Department	Department of Social and Human Development	College/School	CRCD
Prepared by	Veronica Plumb	Phone	455-2038
Email Contact	vimplumb@alaska.edu	Faculty Contact	Veronica Plumb

1. COURSE IDENTIFICATION: As the course now exists.

Dept	ECE	Course #	420W	No. of Credits	3
COURSE TITLE		Developing Literacy in the Early Years			

2. ACTION DESIRED: Changes to be made to the existing course.

Change Course	<input type="checkbox"/>	If Change, indicate below what change.	Drop Course	<input type="checkbox"/>	
NUMBER	<input type="checkbox"/>	TITLE	<input type="checkbox"/>	DESCRIPTION	<input type="checkbox"/>
PREREQUISITES	<input checked="" type="checkbox"/>	FREQUENCY OF OFFERING		<input type="checkbox"/>	
CREDITS (including credit distribution)	<input checked="" type="checkbox"/>	COURSE CLASSIFICATION		<input type="checkbox"/>	
CROSS-LISTED	<input type="checkbox"/> No	Dept.	<input type="checkbox"/>	(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)	
STACKED (400/600) Include syllabi.	<input type="checkbox"/> No	Dept.	<input type="checkbox"/>	Course #	<input type="checkbox"/>
OTHER (please	<input type="text"/>				

3. 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 **and** the appropriate Faculty Senate curriculum committee. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT: (check all that apply)	<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 all that apply)	<input type="text"/>					
Mode of delivery (specify lecture, field trips, labs, etc)	Lecture/Practica					

4. 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 S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core?	YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
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IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6 also submitted	<input type="checkbox"/>	W = Writing Intensive, Format 7 submitted	<input checked="" type="checkbox"/>	Natural Science, Format 8 submitted	<input type="checkbox"/>
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5. COURSE REPEATABILITY:

Is this course repeatable for credit?	YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
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Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

N/A

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

6. CURRENT CATALOG DESCRIPTION AS IT APPEARS IN THE CATALOG: including dept., number, title and credits

ECE F420W Developing Literacy in the Early Years (3)
Offered Fall
 Principles and practices in understanding and supporting young children's emerging literacy. Links the importance of oral language and early exploration with later reading and writing skills. Strategies for assisting emergent readers and writers are included, as well as how to use play and children's interests to assist in developing their literacy. Prerequisites: ECE F310; ECE F360; ENGL F111X; ENGL F211X or ENGL F213X or permission of instructor; upper-division standing. (3+0)

7. COMPLETE CATALOG DESCRIPTION AS IT WILL APPEAR WITH THESE CHANGES: (Underline new wording ~~strike through old wording~~ and use complete catalog format including dept., number, title, credits and cross-listed and stacked.) PLEASE SUBMIT NEW COURSE SYLLABUS. For stacked courses the syllabus must clearly indicate differences in required work and evaluation for students at different levels.

ECE F420W Developing Literacy in the Early Years (3)
Offered Fall
 Principles and practices in understanding and supporting young children's emerging literacy. Links the importance of oral language and early exploration with later reading and writing skills. Strategies for assisting emergent readers and writers are included, as well as how to use play and children's interests to assist in developing their literacy. Prerequisites: ECE 240, ECE F310; ~~ECE F360~~; ENGL F111X; ENGL F211X or ENGL F213X or permission of instructor; upper-division standing. ~~(3+0)~~ (2.5+0+1.5)

8. IS THIS COURSE CURRENTLY CROSS-LISTED?

YES/NO If Yes, DEPT NUMBER

(Requires written notification of each department and dean involved. Attach a copy of written notification.)

9. GRADING SYSTEM: Specify only one

LETTER: PASS/FAIL:

10. ESTIMATED IMPACT

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

The changes for this course should have no additional impact on facilities, budget, or space

11. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kljensen@alaska.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.

12. 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 program or department impact

13. POSITIVE AND NEGATIVE IMPACTS

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

No positive or negative impacts aside from the CDFS program being able to facilitate the course in a better way.

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. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

The CDFS program has been looking carefully at the courses provided and is currently involved in a major program change that will promote better opportunity for student success. The change will provide opportunity for students to successfully learn and apply the material in alternate ways.

See Signatures next two pages (attached).

APPROVALS: (Additional signature blocks may be added as necessary.)

	Date	
Signature, Chair, Program/Department of:		

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

	Date	
Signature, Dean, College/School of:		

	Date	
Signature of Provost (if applicable)		

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.

	Date	
Signature, Chair, UAF Faculty Senate Curriculum Review Committee		

No changes with negative impacts. Positive impacts will be correct distribution of credits in relation to contact and field practice expectations.

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. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

With the program changes taking place, the CDFS program faculty and staff have carefully looked at the courses currently provided within the program. ECE 420 W has been consistently taught with field experience/practa assignments. Thorough review of this activity, it has been decided that the field experience piece has been a very valuable addition for the students as they construct their own understandings and skill development.

ECE 420W is also a writing intensive, most assignments are completed through writing activities with the course being facilitated through lecture, readings, written responses and a final research paper where students do further research a specific topic that has been discussed within the course content. Continued opportunity for facilitation of skills learned will take place within ECE 472 *Clinical Practice: Class management*, one of two capstones for the *Curriculum and Teaching* concentration.

The requirements for pre-requisites and recommendations have been changed to fit the new program structure of classes for the ECE AAS and CDFS BA programs.

ECE 420W has been a popular class with school teachers completing recency credits to renew a professional certificate. With this in mind, requirements for ECE 310 and ECE 360 have been stated as recommendations with this proposal, allowing ease of registration for others that may be interested in the course from outside of the CDFS program.

ECE 420 may be taught within a 10-week or traditional 15-week semester schedule. The attached syllabus demonstrates a 10-week schedule.

APPROVALS:

	Date	
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Signature, Chair,
Program/Department of:

<i>Ande Blende</i>	Date	10/29/11
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Signature, Chair, College/School
Curriculum Council for:

CRCD

<i>Peter Panning</i>	Date	11/3/11
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Signature, Dean, College/School
of:

CRCD

	Date	
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Signature of Provost (if applicable)

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.

	Date	
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Signature, Chair, UAF Faculty Senate Curriculum
Review Committee

The CDFS program has been looking carefully at the courses provided and is currently involved in a major program change that will promote better opportunity for student success. The change will provide opportunity for students to successfully learn and apply the material in alternate ways.

APPROVALS:

Signature, Chair, Program/Department of:		Date
Vernice H. Cumb		9/14/11
Child Dev & Fam Studies		
Signature, Chair, College/School Curriculum Council for:		Date
Signature, Dean, College/School of:		Date
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
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ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

Signature, Chair, Program/Department of:	Date
Signature, Chair, College/School Curriculum Council for:	Date
Signature, Dean, College/School of:	Date

A. Course Syllabus

Course Title: Developing Literacy in the Early Years
Course No: ECE 420 W
Credits: 3 (2.5 + 0 + 1.5)
Prerequisites: Engl 111X, Engl 211X or 213X , ECE 240, ECE 310

B. Instructor: *Veronica Plumb*

604 Barnette Street Suite 220

Phone: 455-2038

E-mail: vmplumb@alaska.edu

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: TBA 2012

Times: TBA

Over the course of 11 weeks, ECE 420W will meet 17 times for 2 hours. There will be an additional 20 hours of field experience with young children within the area of language and literacy completed.

Text:

Fields, M., Groth, L., Spangler, K. (2008) *Let's Begin Reading Right* (6th Ed) Upper Saddle River, NJ: Pearson Ed. Inc. ISBN: 9780131595026

IRA NAEYC. *Learning to Read and Write Developmentally Appropriate Practices for Young Children*. WA D.C.: NAEYC

Kolbe, Ursula. (2005). *It's Not a Bird Yet: The Drama of Drawing*. Byron Bay, Australia: Peppinot Press. ISBN: 9780975772201

American Psychological Association. (2009). *Publication Manual of the American Psychological Association*, (6th ed.). ISBN-13: 978-1433805615

An assortment of articles will also be used that will be student selected. It will be necessary to have access to the distance library and research options. The articles will be used for individual research paper recourses.

Course Description:

Principles and practices in understanding and supporting young children's emerging literacy. Links the importance of oral language and early exploration with later reading and writing skills. Strategies for assisting emergent readers and writers are included as well as how to use play and children's interests to assist in developing their literacy.

ECE 420W is required for the Child Development and Family Studies BA program within the Curriculum and Teaching concentration.

Course Goals:

Students will learn about and acquire skills for developmentally appropriate practices around early literacy development within a variety of early childhood settings, including a focus in large group settings.

Written Intensive:

This course is designated as Writing-Intensive (W). This designation means that the "W" is evident in the course number on the syllabus. The designation applies to upper-division courses and means that a **majority of the graded work in the course will be derived from writing activities**. Here are the general guidelines for the writing expected in this course:

- All written work, beyond the diagnostic essay, will be completed using APA formatting.
- Students will complete an un-graded writing sample on or near the first day of class to help the teacher assess writing ability and general competence. If students are knowledgeable of APA formatting, please complete the diagnostic essay using correct formatting.

- The instructor will regularly evaluate students' writing and inform students of their progress. In ECE 304, this will be done through 5 reading reflections assigned to course readings in addition to a final written research paper that will have 2 progressive drafts turned in and assessed.
- A final written research paper will be completed for ECE 304. Students will receive comments from the teacher and/or peers on each of the 2 drafts of written work, prior to completing the final document. In other words, students will work through a draft-and-redraft process so that they can apply feedback and become more effective writers.
- At least one personal conference will take place that is devoted to the student's writing per term, this conference will take place following the 2nd draft prior to completion of the final paper and can be completed either face-to-face or through audio conference.

Student Learning Outcomes:

By the end of this course students will be able to:

1. Articulate the characteristics of how children think and learn
2. Articulate how plan and experience that encourage emergent literacy
3. Evaluate the process through which literacy emerges.
4. Classify levels of emergent literacy skills
5. Illustrate the roles of families and teachers within early literacy development
6. Develop plans for literacy curriculum development
7. Synthesize factors that challenge literacy development
8. Understand and appropriately use the elements of composition
9. Writing of relevant topic research papers using APA formatting

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 3: Observing, documenting, and assessing to support young children and Families

Key elements

- 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
- 3c: Understanding and practicing responsible assessment

Standard 4: Teaching and learning

Key elements:

- 4a: Knowing, understanding, and using positive relationships and supportive interactions
- 4b: Knowing, understanding, and using effective approaches, strategies, and tools for early education
- 4c: Knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines
- 4d: Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes

Instructional Methods:

The method of instruction will be a combination of reading assignments, Blackboard, audio conferencing. Audio lectures will be recorded and blackboard discussion forums continually monitored. Students will demonstrate their understandings of course content and proficiency of skill through assignments and discussion. All assignments will be communicated through the assignments section of the course Bb site. Other communication will take place through email.

Requirements and Assignments:

Upper Division writing and critical analysis skills are required for this course.

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.

- **Diagnostic composition:** will be required on the first day. Points will not be taken away for mistakes, but will provide the basis for writing ability. Your composition should be at least 5 paragraphs in length and be properly structured, with correct grammar and spelling. The topic of this composition will be *“Specific interests in literacy and objectives you hope to gain from participation in ECE 420w.”* Please write your composition and attach it within the *Initial Diagnostic Composition* area within the content section of our class Blackboard site.
- **Homework** assignments will be directly related to the readings and class discussions. Students will respond to homework with written responses. Please complete your written responses using APA formatting. The written responses will be used as guidance for improvement of the APA formatting required for the final research paper. Written homework responses should be 1 ½ to 2 pages in length.
- **Video Assignment:** As an alternative assignment. Students will watch 3 videos posted within the content area of Bb. A written response of the videos will be turned in through the same site. Responses will be in relation to best practices in regards to video observation. What did you see that matched our course content? Did you see anything that challenged your perspectives? What about ethics?
- **Final Research Paper** will be a scholarly paper demonstrating your knowledge on a key aspect of this course, topic to be determined by each student by (DATE). An editor (writing center) should review a first draft by (DATE). A semifinal draft is due to the instructor for review by (DATE). Final completed paper is due (DATE), and posted on the Bb site by (DATE) as well. **The paper will be written using APA formatting.**
- **Field Experience Assignments:** Students will be asked to complete assignments each week for key concepts in the chapter related to course objectives as field experiences. Responses of field experiences should be in reflective essay form. Each student will need to complete do each of the 10 assigned weekly assignments. Each student will need to complete a response write-up on each of their 10 field experiences. After completion, please plan to share then on bb with peers. Class peers will have opportunity for comment to each other.

Plan to spend an average of 1 ½ hours per week observing.

I would advise keeping all of your field experience responses in a file for the class; you may choose to use them as representations of your reflections regarding children and literacy in your final research paper or within your final program portfolio.

- **Ending Reflection:** This will be a complete documentation of your knowledge acquisition and skill growth around the area of language and literacy development of children aged 3 – 7 years of age. Remember, as in other classes, your work may be something you wish to include in your final program portfolio as you share your own development and learning around child development and the infant/toddler concentration.

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 CDFS BA Degree. Grading is based on:

• Video assignment	50	12.5%
• Initial composition	20	05%
• Lab reflection with sharing on Bb (10@10 pts ea)	100	25%
• Written peer response (10 @ 10 pts ea)	100	25%
• Final research paper	100	25 %
• Ending Reflection	30	07.5 %
Total	400	100%

All coursework will be evaluated on the following:

- Organization
- Clarity
- Consistency of thought and format
- Reflection of course content
- Thoughtful assimilation/accommodation with evidence of conceptual connections and understanding of content
- Written work contains no or few distracting elements such as spelling errors.

Grade	Points	Definition
A = 100% - 90%	400-360	An honor grade. Demonstrates your work has met and exceeded criteria (a) through (f).
B = 89% - 80%	359-320	Better than the average. Demonstrates that your work has met and moderately reflected criteria (a) through (f).
C = 79% - 70%	319-280	Average. Demonstrates that your work has barely met and reflected moderately on criteria (a) through (f).
D = 69% - 60%	279-240	Below average. Demonstrates that your work has not met one or more criteria (a) through (f)
F = below 60 %	239- below	Student was not able to meet 60% or more of criteria (a) through (f).

Guidelines for written assignments

Requirements and Assignments:

Upper Division writing and critical analysis skills are required for this course.

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.

- **Diagnostic composition:** will be required on the first day. Points will not be taken away for mistakes, but will provide the basis for writing ability. Your composition should be at least 5 paragraphs in length and be properly structured, with correct grammar and spelling. The topic of this composition will be *“Specific interests in literacy and objectives you hope to gain from participation in ECE 420w.”* Please write your composition and attach it within the *Initial Diagnostic Composition* area within the content section of our class Blackboard site.
- **Homework** assignments will be directly related to the readings and class discussions. Students will respond to homework with written responses. Please complete your written responses using APA formatting. The written responses will be used as guidance for improvement of the APA formatting required for the final research paper. Written homework responses should be 1 ½ to 2 pages in length.
- **Video Assignment:** As an alternative assignment. Students will watch 3 videos posted within the content area of Bb. A written response of the videos will be turned in through the same site. Responses will be in relation to best practices in regards to video observation. What did you see that matched our course content? Did you see anything that challenged your perspectives? What about ethics?
- **Final Research Paper** will be a scholarly paper demonstrating your knowledge on a key aspect of this course, topic to be determined by each student by (DATE). An editor (writing center) should review a first draft by (DATE). A semifinal draft is due to the instructor for review by (DATE). Final completed paper is due (DATE), and posted on the Bb site by (DATE) as well. **The paper will be written using APA formatting.**

The final research paper will be worth 100 points total broken down in the following chart:

Student Action	Due Date	Points
Turn in topic of interest	Date to be determined	5
1 st draft	Date to be determined	5
2 nd draft	One eve prior to scheduled personal meeting	5
Personal conference between instructor and student devoted to students writing per term.	These meetings will be scheduled between (Date to be determined)	5
Final Paper	Sunday (Date to be determined)	75
Informal Presentation	Date to be determined)	5
	Total Points Possible	100

- **Field Experience Assignments:** Students will be asked to complete assignments each week for key concepts in the chapter related to course objectives as field experiences. Responses of field experiences should be in reflective essay form. Each student will need to complete do each of the 10 assigned weekly assignments. Each student will need to complete a response write-up on each of their 10 field experiences. After completion, please plan to share then on bb with peers. Class peers will have opportunity for comment to each other.

Plan to spend an average of 1 ½ hours per week observing.

I would advise keeping all of your field experience responses in a file for the class; you may choose to use them as representations of your reflections regarding children and literacy in your final research paper or within your final program portfolio.

- **Ending Reflection:** This will be a complete documentation of your knowledge acquisition and skill growth around the area of language and literacy development of children aged 3 – 7 years of age. Remember, as in other classes, your work may be something you wish to include in your final program portfolio as you share your own development and learning around child development and the Curriculum and Teaching concentration.

Draft Class Calendar

When the class is to be offered, appropriate dates for the semester will be used.

Date	Topic and Assignment
Class 1	<p>In class today</p> <ul style="list-style-type: none"> • Review course expectations; introductions; • Explanation of field experience assignments; • Diagnostic composition will be written this evening and sent to instructor as an email attachment. <p>Topic will be “Specific interests in literacy and objectives you hope to gain from participation in ECE 420w.” (obj. 1.a) Diagnostic composition is due to instructor no later than the end of day DATE, Tomorrow.</p> <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Review the class calendar/field experience assignments for this writing intensive class. • Go over your classroom, employment and personal calendar for the spring semester, January through March YEAR Set your work, home, class and assignment due dates. Consider which labs interest you and plan for facilitation. • Read Chapter 1 Fields Text • Prepare for group discussions on topic of how children learn <p>Please be prepared to respond with questions, relevant examples from field and other experiences. (obj 1.b; NAEYC Standard 1.a)</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 class meeting it would be 091008.</i> <i>You will then be asked to give the chapter code. We will use 0</i> <i>Listings for retrieval codes of following days will be posted on the announcement page of blackboard.</i></p>
Class 2	<p>In class today.</p> <ul style="list-style-type: none"> • Go over any student questions regarding the class calendar and assignments.

	<ul style="list-style-type: none"> • Lecture Topic: Lecture topic: Chapter 1: Understanding how children learn. • Group discussion: Chapter 1, and any correlating field experiences. (obj 1.b; NAEYC Standard 1.a) <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Read Chapter 2 Fields Text • Prepare for group discussions on topic of how literacy emerges; be prepared to respond with questions, relevant examples from your field other experiences.
Class 3	<p>In class today:</p> <ul style="list-style-type: none"> • Lecture topic: Chapter 2: Understanding how literacy emerges. • Group discussion: Chapter 2, and correlating field experience. <p>Preparation for Next Week February 7 and 9:</p> <p>Monday:</p> <ul style="list-style-type: none"> • Read Chapter 3: Literacy develops through play experiences. • Look over <i>It's Not a Bird Yet</i>: Read Part One. • Prepare for small group discussions on topic of how literacy emerges; Why could drawing play be an important opportunity for literacy development? <p>Wednesday:</p> <ul style="list-style-type: none"> • Find an appropriate story to share with your small group, after sharing, discuss how this story could be used to expand literacy development.
Class 4	<p>In class today:</p> <ul style="list-style-type: none"> • No Class Meeting <p>Preparation for next week:</p> <p>Monday</p> <ul style="list-style-type: none"> • Read Chapter 4 Fields Text: Literacy Develops from Oral Language and Story <p>Wednesday</p> <ul style="list-style-type: none"> • Find an appropriate children's story to share with your small group, after sharing, discuss how this story could be used to expand literacy development.
Class 5	<p>In class today:</p> <ul style="list-style-type: none"> • Small group discussion of <i>It's Not a Bird Yet</i> Part one will take place from 4:00 – 4:50 PM. Afterwards, all small groups will call into the main class number. • Lecture topic: Chapter 4: Literacy Develops from oral language and story. • Group discussion: Chapter 4, and correlating lab experience. <p>Preparation for next class: Complete planning for small group participation through story sharing.</p>
Class 6	<p>In class today:</p> <ul style="list-style-type: none"> • Small group meetings to complete story sharing assignment. • Pick a group leader who will share main discussion points of your small group. With the large group on Monday DATE.

Class 7	<p>In class today:</p> <ul style="list-style-type: none"> • Large group discussion on story sharing and expansion for literacy development. <p>Preparation for next week: Monday Read Chapter 5 Fields Text: Assisting emergent readers Wednesday Read Chapter 6 Fields Text: Creating a Classroom for readers</p> <p>Research paper step: Decide on your research paper topics. Topics will need to be turned in by Friday February 18. Turn written as a statement with a reason for choosing this topic. Post to the “Research Topic” discussion forum on Bb as well as within the Research paper learning unit under the Assignment section of Black Board.</p>
Class 8	<p>In class today:</p> <ul style="list-style-type: none"> • Lecture topic: Chapter 5: Literacy Assisting emergent readers • Group discussion: Chapter 5, and correlating field experience. <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Complete reading chapter 6 Fields Text Creating a classroom for readers
Class 9	<p>In class today:</p> <ul style="list-style-type: none"> • Lecture Topic: Chapter 6 Creating a classroom for readers • Group discussion: Chapter 6, and correlating lab experience. <p>Preparation for next week: Monday</p> <ul style="list-style-type: none"> • Read Chapter 7 Fields Text • Prepare for group discussions on topic of how literacy emerges; be prepared to respond with questions, relevant examples from your field and other experiences. <p>Wednesday</p> <ul style="list-style-type: none"> • Familiarize yourself with <i>Read and Write Developmentally Appropriate Practices for Young Children</i>. This could be an important resource for you as you work on your research paper. • Be prepared to discuss different points with small group
Class 10	<p>In class today:</p> <ul style="list-style-type: none"> • Lecture Topic Chapter 7 Fields Text • Group discussion: Chapter 7, and correlating lab experience.
Class 11	<p>In class today:</p> <ul style="list-style-type: none"> • Small group discussion developed around thoughts on <i>Read and Write Developmentally Appropriate Practices for Young Children</i>. • Did you learn new ideas, what thoughts or questions developed? • Pick a group leader who will share main discussion points of your small group. <p>Preparation for next week: Monday Read Chapter 8 Fields Text: Wednesday Read Chapter 9 Fields Text:</p> <p>Research paper step:</p>

	<p>Have your First Draft due to me by Monday DATE. Have it turned in within the assignment section under First Draft by the end of the day Monday DATE . A first draft does not have to be the whole paper. What do you have completed so far, a good start is all we need? The earlier the better so that I can respond to you before our time to talk on the phone.</p>
Class 12	<p>In class today:</p> <ul style="list-style-type: none"> • Lecture Topic Chapter 8 Fields Text • Group discussion: Chapter 8, and correlating lab experience.
Class 13	<p>In class today:</p> <ul style="list-style-type: none"> • Lecture Topic Chapter 9 Fields Text • Group discussion: Chapter 9, and correlating lab experience. <p>Preparation for next two weeks: Spring break begins for UAF on Monday (DATE), ending Saturday (DATE). Spring I would like to do something different as a pilot to see how it goes. I have placed alternate assignments on Bb for everyone to do. You may do them at any time during the break and week following as long as they are completed by Sunday (DATE). There will also be discussion forums developed for the assignments within the discussion board. Please share your thoughts with your peers. Read the postings of others and respond accordingly.</p> <p>Research paper step: We will also arrange to have individual meetings developed around the progress of your research paper. Have your First Draft in to me by DATE, so I can read what you have so far. A first draft does not have to be the whole paper. What do you have completed so far, a good start is all we need. The earlier the better so that I can respond to you before our time to talk on the phone. These meetings will be scheduled between (DATE).</p> <p>Preparation for next week: Monday</p> <ul style="list-style-type: none"> • Read Look over <i>It's Not a Bird Yet</i>: Read Part two. • Prepare for small group discussions on topic of whole language curriculum develop Thursday <p>Wednesday</p> <ul style="list-style-type: none"> • Beginning of informal sharing of research topic.
Class 14	<p>In class today:</p> <ul style="list-style-type: none"> • Small group discussion: Curriculum Development. Pick a group leader who will share main discussion points of your small group. <p>Preparation for next class: Complete research paper, prepare to share main points of interest. (10 minute max)</p>
Weeks of Spring break	<p>We will not have class meetings during these two weeks to respect the spring break dates of both UAF and UAS. There is an alternate video assignment that you will need to complete something during this 2 week period. The alternate assignment is titled <i>Language Development</i> and can be found in the assignment section of BB. This assignment is also explained under Monday DATE.</p>
Class 15	<p>In class today:</p> <ul style="list-style-type: none"> • Research sharing

	<p>Preparation for next class:</p> <ul style="list-style-type: none"> Continuing sharing of research <p>Research paper step: Final Research paper due to instructor through email and posted in appropriate forum by Sunday (DATE) by 5:00 PM.</p>
Class 16	<p>In class today:</p> <ul style="list-style-type: none"> Research sharing <p>Preparation for next class:</p> <ul style="list-style-type: none"> Continuing sharing of research <p>Research paper step: Final Research paper due to instructor through email and posted in appropriate forum by Sunday (DATE) by 5:00 PM.</p>
Class 17	<p>In class today:</p> <ul style="list-style-type: none"> Complete sharing of research Closing of class <p>We did it, time to celebrate our success!!</p>

Field Experience Topics and Assignments

Date	Topic and Assignment
	<p>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.</p>
Field Experience/ chapter 1	<p>The complete field experience is due no later than Friday after the chapter reading assignment. To the instructor through Bb Assignments <u>AND</u> posted on The Bb Discussion board.</p> <p>Ask a three, four and five-year old to explain something such as where rain, snow, clouds, or waves come from. Continue your conversation past any learned explanation; try to get the child's own perception rather than repetition of adult explanations. Use information from class discussions and readings to analyze the child's way of thinking and learning. (2 hours) (obj 1.b; NAEYC Standard 1.a)</p>
Field Experience/ chapter 2	<p>Observe children of various ages and stages as they write (minimum of 3). Ask them about what they are writing, analyze the forms used, and try to determine their current theories about how writing works</p> <ul style="list-style-type: none"> Being a Researcher: <p>What is the Child's Theory of Writing? To find out what a child thinks about how writing works, you need to be there when a child is writing for his or her own purpose. If the writing is done for the teacher, children tend to play it safe and not test their latest theories (Fields & Hillstead, 1995). Putting notepads in the playhouse and seeing what develops is usually productive for this kind of research. As soon as a child has finished writing, you need to ask the child to tell you about the writing. If you wait very long, children forget what they wrote. Some children respond to a request to read their writing: but many will tell you they can't read. Sometimes it works to ask children what they wanted to write. Use whatever approach works with an individual child to find out what that child was trying to write. Then you need to "borrow" the writing sample long enough to make a copy unless the child is willing to give it to you. Having the writing sample and knowing the child's intent will allow you to analyze the writing and match it to the sets of writing forms and theories described in this chapter (see Table 2.2</p>

	<p>within the text). Do not be surprised if you discover more than one theory being tested at a time. This research will be most productive with typically developing older preschoolers, kindergartners, and first graders. (Fields, Groth, & Spangler p.34) (2 hours) (obj 1.c 1.d, 2.c, 2.e; NAEYC Standard 1.a, 1.c, 3.b, 4.b, 4.d)</p>
Field Experience/ chapter 3	<p>Place reading and writing materials in the dramatic play area. Over a period of several days:</p> <ul style="list-style-type: none"> • Note how children use the materials as part of their play. • Observe children engaged in dramatic play. • Note their use of props and other examples of symbolic representation. • Note how the roles they play affect their vocabulary and otherwise influence their language. <p>(2.5 hours) (obj 1.b, 1.c; NAEYC Standard 1.a, 1.b, 1.c, 4.a, 4.b)</p>
Field Experience/ chapter 4	<p>Please choose 1 of the 2 choices Practice conversing with young children individually. Use reflective listening and open-ended questions to encourage their language. (1.5 hours) (obj 1.g, 2.b, 2.e, 2.f; NAEYC Standard 1.b, 3.b, 4.a, 4.b) OR: Using guidelines in chapter 4 of text, select, prepare and share a book or story with a group of youngsters. Ask a peer to observe and help you critique your presentation and its value for children. Develop a tool for your peer to use during their observation. (1.5 hours) (obj. 1.d, 1.e, 1.g, 2.a, 2.d, 2.f; NAEYC Standard 3.c, 4.b, 4.c, 4.d)</p>
Field Experience/ chapter 5	<p>Choice 1: Observe children as they select books from a library. Note how they choose as they sort through collections. Try to determine by what criteria or on what basis they make their selections. (1.5 hours) (obj. 1.c, 1.e, 1.f, 2.e; NAEYC Standards 1.a, 4.a, 4.d)</p>
Field Experience/ chapter 6	<p>Learn a story and tell it to a group of young children. Analyze your own delivery and the reactions of your listeners. How does this experience differ from reading aloud? (1.5 hours) (obj. 1.d, 1.e, 1.g, 2.a, 2.d, 2.f, 2.g; NAEYC Standard 3.b, 3.c, 4.b, 4.c, 4.d)</p>
Field Experience/ chapter 7	<p>Provide blank paper and writing materials to the children within your lab site. Encourage them to write. Observe and ask questions to discover the various theories they use in their writing. Can you determine through this process what they think writing is, how they think it is done, and what they think it is used for? Then ask to borrow or copy samples of children's writing and compare these papers with children's writing samples collected by others. If possible, scan and post at least two examples on blackboard. As you share the postings of others, can you classify the samples of the children's writing according to forms described in chapters 2 and 4. (3 hours) (obj. 1.d, 1.g, 2.c, 2.e, 2.f; NAEYC Standards 1.a, 1.c, 4.b, 4.c, 4.d)</p>
Field Experience/ chapter 8	<p>Help a child or small group of children find a purpose for writing that involves an intended audience. Assist the writer(s) in analyzing the resulting work in terms of effective communication for that audience. If possible, arrange for the writer(s) to share the work with the intended audience. Example: Possible letters home to family about what they are doing in school. (2.5 hours) (obj. 1.e, 1.g, 2.e, 2.f; NAEYC Standards 1.c, 4.a, 4.d)</p>
Field Experience/ chapter 9	<p>With 2 preschoolers or kindergartners, try out the checklist using the Sulzby schemes reprinted in Chapter 9 (tables 9.1, 9.2, and 9.3) to guide and document your observations of the child's emerging literacy. Analyze this experience for convenience and accuracy of information. (2.5 hours) (obj. 1.f, 1.g, 1.h, 2.f, 2.g; NAEYC Standard 1.a, 1.b, 3.b, 3.c, 4.b.)</p>

Field Experience/ chapter 10	<p>Observe some children using computer-based learning materials and/or try some computer educational software yourself. Evaluate the material in terms of the criteria for analyzing reading programs discussed in chapter 10 or one of the other rating scales listed. In your lab report, name the software evaluated and explain if the software is being used in an Early Childhood program or in a private home. (2 hours) (obj. 1.b, 1.d, 1.h, 2.f; NAEYC Standards 1.b, 3.b, 4.b)</p> <p><i>(Because all early education programs do not have computers, this can be done in the home of an individual or at the elementary school with kindergartner-first grade children)</i></p>
	Field experience tasks should be completed. ☺

Student Support Services:

The University has many student support programs. If you need assistance please contact any of the following service programs or departments.

UAOnline

<http://uaonline.alaska.edu/>

Your resource for transcripts, accounts and other personal information

Disabilities Services:

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.

Disability services also provides assistance to the university's rural campuses. Bristol Bay, Chuckchi, Interior-Aleutians, Kuskokwim, and Northwest. Questions should be directed to the Director of Disability Services at (907) 474-5655 or online at <http://www.uaf.edu/disability/>

Representatives from the office also regularly meet students in the CTCC building. Check with the CTCC student services for more information, 455-2851 or 2849.

UAF Office of Disability Services 612 N. Chandalar, PO box 755590 University of Alaska Fairbanks, Alaska 99775-5590

Phone: (907) 474-5655 | TTY: (907) 474-1827 | FAX: 474-5688 Email: fydos@alaska.edu

Writing Center

<http://www.alaska.edu/english/studentresources/writing/>

The Writing Center is a student-staffed, student-oriented service of the English Department.

801 Gruening Bldg., P.O. Box 755720

Fairbanks, Alaska 99775-5720

Phone: (907) 474-5314 Fax: 1-800-478-5246

* The UAF Writing Center and Computer Lab offers free writing tutoring to any student in any subject via telephone and fax or over the Internet. Students can call 907-474-5314 for information on how to fax a paper and have it tutored over the telephone, or engage in an interactive Internet session. Both services are free.

Rural Students Services

<http://www.uaf.edu/ruralss/>

Rural Student Services (RSS) is an academic advising department with over 35 years of experience in working with students from all over the state of Alaska. We are here to assist you in achieving student success by linking you to current information pertinent to your education, lifestyle, and goals. RSS is known for its welcoming and friendly environment. Many students find meaningful connection at UAF through RSS. We can help you with:

- Academic requirements
- Registration for classes
- Finding financial aid

- Explaining housing options
- Declaring a major
- Career exploration

CONTACT US AT:

P.O. box 756320, Fairbanks, AK 99775-6320

1-888-478-1452 (toll free within Alaska) or (907) 474-7871

Email us at fyrs@uaf.edu

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

For more off campus help go to:

http://www.uaf.edu/library/instruction/ls101/other/Distance_Resources.html

Computer, Internet and Software

Problem: you cannot get your email Make sure your Internet connection is working; to test it, you can try to go to a new web page and see if it loads.

- If you are having problems with a UAF account, you will need to contact the **UAF help desk 1.800.478.4667**. If it is another company's account, you will need to contact their customer support. There is very little we can do to assist you as we have no control or access to the computers that serve the email.
- Check with your email program's Help.

Problem: you forgot your password

- Only the organization that issued your password can do anything to change it. You will need to contact them. For UAF email and Blackboard it is the UAF help desk 1.800.478.4667. For most web services there is a link you can click if you forgot your password. I also recommend writing them down somewhere for back up.

Problem: you are having problems with Blackboard

- You will need to contact the Blackboard administrator, at: <http://classes.uaf.edu/> Office of Information Technology Help Desk 474.6564 or 1.800.478.4667