



**Course Title: ECED 2115-H6A Introduction to Language, Literacy, and Reading**

**Credit Hours: 3 Credit hrs.**

**Semester: Spring 2022**

**Cap: 10**

**Faculty:** Cheryl Tom, Ph.D.

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**Office:** Online/Email/Phone Contact

**Office Phone:**

**Office Hours:** Online / Hybrid

**Preferred Communication** (Email: respond within 24 hours)

**Class Location:** Online / Hybrid

**Class Meeting Times:** Thursday (6:00pm)

**Required Materials:**

**Textbooks:**

Machado, Jeanne M. (2016). *Early Childhood Experiences in Language Arts: Early Literacy*, 11<sup>th</sup> Ed. ISBN: 978-1-305-08893-1

**Additional Resources:**

Arizona Department of Education: Office of English Language Acquisition Services (OELAS): Individual Language Learning Plan (ILLP) (2011).

Marzano, Robert J. & Pickering, Debra J. (2005). *Building Academic Vocabulary*. ASCD: Sustainable Forestry Initiative. ISBN: 978-1-4166-0234-7

Marzano, Robert J. (2010). *Teaching Basic and Advanced Vocabulary: a framework for direct instruction*. HeinleCangage Learning. ISBN: 978-1-4240-6713-8

**Tools:**

**Lab Fee (if applicable):**

**University Mission Statement**

Navajo Technical University's mission is to provide University readiness programs, certificates, associate, baccalaureate, and graduate degrees. Students, faculty, and staff will provide value to the Diné community through research, community engagement, service learning, and activities designed to foster cultural and environmental preservation and sustainable economic development. The University is committed to a high quality, student-oriented, hands-on learning environment based on the Diné cultural principles: *Nitsáhákees, Nahat'á, Iiná, Sii Hasin*.

**Course Description:**

This beginning curriculum course focuses on developmentally appropriate content in early childhood programs. It addresses content that is *cultural* relevant for children and learning experiences. Information on adapting content areas to meet the needs of children with special needs and the development of IFSPs and IEPs are included. Curriculum development in all areas, including literacy, numeracy, the arts, health, science, social skills, and adaptive learning for children, birth through eight, *Diné Philosophy* is emphasized.

### **Course Objectives:**

Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

1. Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for development and learning and recognize that children are best understood in the contexts of family, culture, and society.
2. Demonstrate knowledge of the many functions that language serves in the cognitive, social, and emotional aspects of development in the formative years.
3. Demonstrate knowledge of the developmental sequence of language and literacy, including the influence of culture and home factors.
4. Demonstrate knowledge of how children acquire and use verbal, non-verbal, and alternative means of communication.
5. Establish frequent contact with parents and guardians through a variety of communication strategies, including communication in the home language of each child to provide ongoing, relevant information to families about child growth, development, and learning.
6. Develop partnerships with family members to promote early literacy in the home.
7. Establish partnerships with community members in promoting literacy.
8. Demonstrate knowledge of the reading and writing components of literacy at each developmental level.
9. Adapt content to meet the needs of each child, including the development of Individualized Family Service Plans (IFSP) and/or Individualized Education Plans (IEP) for children with special needs through the team process with families and other team members.
10. Provide and use anti-bias materials/literature and experiences in all content areas of the curriculum.
11. Use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions.

## Course Outcomes:

1. Explore how experiences and attitudes toward literacy learning may impact teaching practices.
2. Develop a foundation for understanding language acquisition, literacy development, and the components of literacy for children birth-3<sup>rd</sup> grade.
3. Build learning activities and outcomes based on understanding of literacy development in children birth-3<sup>rd</sup> grade.
4. Integrate the concepts and skills learned during the semester to create a literacy experience for kindergarten-3<sup>rd</sup> grade students.
5. Work collaboratively to promote community, home and school-based literacy.

## Course Discussion Outcomes

- A. Read textbook and post discussion by Wednesdays' by 5:00pm (MST).
- B. Respond to at least two of your colleges post based on the discussion with fact or quotes from required text, by Sunday 8:00pm (MST).

## Course Assessments

See APPENDIX

- A. Communication/Discussion Rubric
- B. Reflection Rubric
- C. Project Rubric

## Course Activities

Wk	Date	Reading	Assignments	Assessments
1		Welcome introductions and Review the class Syllabus <ol style="list-style-type: none"><li>1. Focus on acquiring required Textbooks and materials for class</li><li>2. Focus on acquiring laptop and location of internet connects to attend the classes ONLINE</li></ol>	Read and review Chapter 1 of the required Test for Week 2 Discussion	Formative Assessment
2		Monday and Tuesday: Question and Answer session about the syllabus and assignments for the	<b>Weekly Discussion-Post:</b> <ol style="list-style-type: none"><li>1. Identify and post forms</li></ol>	Formative Assessment Post Weekly Discussion by

		course <b>Chapter 1:</b> Beginning of Communication	infant communication behaviors. 2. Compare two theories of Human language emergence.	Wednesday, 5:00pm (MST)
3		<b>Chapter 2:</b> The Tasks of the Toddler	<b>Weekly Discussion-</b> Topic: Legal Implications and responsibilities  <b>Post:</b> 1. Identify and post two conventions of English Language that toddlers learn about speaking 2. Identify and post how toddlers move from using first language to using sentences with two supporting facts, quotes, or examples.	Formative Assessment
4		<b>Chapter 3:</b> Preschool Years	<b>Weekly Discussion-</b> Topic: Early Intervention (EI)  <b>Post:</b> 1. Based on the chapter, post a discussion for parental concerns or warning in relation to delayed speaking abilities. 2. In relation to delayed speaking abilities, what are some recommended advice for families and to seek in terms of resources.	Formative Assessment
5		<b>Chapter 1 – 3 Review</b>	<b>Early Childhood Activity</b> Create a book for an infant and family that you know.	Summative Assessment
6		<b>Chapter 4:</b> Understanding Differences	<b>Weekly Discussion-</b> Topic:	Formative Assessment

			<p>Language Learners</p> <p><b>Post:</b></p> <ol style="list-style-type: none"> <li>1. Identify and post your ideal safe and sensitive classroom environment for children with language or cultural difference.</li> <li>2. Identify and post a sample program plan for second-language learner that can also be acquired samples from local school districts.</li> <li>3. Identify and post characteristics of language-advanced preschoolers.</li> </ol>	
7		<p><b>Chapter 5:</b> Achieving language &amp; Literacy Goals through Program Planning</p>	<p><b>Weekly Discussion-Topic:</b></p> <p><b>Post:</b></p> <ol style="list-style-type: none"> <li>1. Identify and post what is defined as literacy?</li> <li>2. Identify and post the federal legislation that have substantially affected preschool language instruction.</li> <li>3. Explain and post your definitions of Thematic Units.</li> </ol>	Formative Assessment
8		<p><b>Chapter 6:</b> Promoting Language and Literacy</p> <p><b>Chapter 7:</b> Developing Listening Skills</p>	<p><b>Reflective Summary</b></p> <p>Create a reflective summary on the three roles of teachers' within the early childhood setting and which of the current role closely resembles your educational goals as a teacher.</p>	Summative Assessment
9		<p><b>Chapter 8:</b> Children and Books</p> <p><b>Chapter 9:</b> Storytelling</p>	<p><b>Weekly Discussion-Topic:</b></p> <p><b>Post:</b></p> <ol style="list-style-type: none"> <li>1. Identify and post the</li> </ol>	Formative Assessment

			<p>categories of children’s books for preschooler and provide examples of their titles.</p> <p>2. Provide a lesson plan for one Read Aloud book that you as a teacher will instruct. Post the step by step process for your read aloud lesson.</p>	
10		<b>Chapter 10:</b> Poetry	<p><b>Weekly Discussion-Topic:</b></p> <p><b>Post:</b></p> <p>1. Identify and post the objectives for teaching poetry within the Early Childhood setting.</p>	Summative Assessment
11		<b>Chapter 11:</b> Language Growth Through Flannel Boards, Puppetry and Dramatization	<p><b>Weekly Discussion-Topic:</b></p> <p><b>Post:</b></p> <p>1. Define, describe, and post three features of flannel board activities that promote language growth.</p> <p>2. Discuss and post how puppet use may increase children’s language skills.</p>	Formative Assessment
12		<b>Chapter 12:</b> Realizing Speaking Goals  <b>Chapter 13:</b> Group Times	<p><b>Weekly Discussion-Topic:</b></p> <p><b>Post:</b></p> <p>1. Define and post four goals of planned preschool speech activities.</p> <p>2. Explain and post how teachers support and enrich children’s dramatic play.</p> <p>3. Discuss and post goals for group times and circle time.</p>	Formative Assessment
13		<b>Chapter 14:</b> Print – Early Knowledge and Emerging Interest	<p><b>Weekly Discussion-Topic:</b></p> <p><b>Post:</b></p>	Formative Assessment

		<b>Chapter 15:</b> Reading and Preschoolers	<ol style="list-style-type: none"> <li>1. Describe and post five ways that a classroom can promote alphabet awareness.</li> <li>2. Discuss and post current standards for reading instruction.</li> <li>3. Identify and post four recognized reading instruction methods used in elementary school.</li> </ol>	
14		<b>Chapter 16:</b> Developing a Literacy Environment  <b>Chapter 17:</b> The Parent Family-Center Partnership	<b>Weekly Discussion-Topic:</b>  <b>Post:</b> <ol style="list-style-type: none"> <li>1. Describe and post the teacher's role in a language arts room center.</li> <li>2. Map or describe and post a good location for a computer center and what it should contain.</li> <li>3. Describe and post how programs and child centers build family-school partnership.</li> </ol>	Summative Assessment
15		<b>Summative Review/Reflection</b> Parent-Center Partnership (Final Project)	Final Project: Plan a literacy-rich classroom or family-care environment for one of the following age groups: infants, toddlers, preschoolers, or school-age children.	Summative and Formative Assessment

### Grading Plan

Weekly Discussion	15%	A = 100-90%
Reflection Paper	15%	B = 89-80%
Observations	15%	C = 79-70%
Mid-term exam	20%	D = 69-60%
Final exam/Projects	25%	F = < 60%
Class participation	10%	

### Grading Policy

Each student must do his or her own homework and case studies. Discussion among students on homework and cases is encouraged for clarification of assignments, technical details of using software, and structuring major steps of solutions - especially on the course's Web site. Students must do their own work on the homework and exam. Cheating and plagiarism are strictly forbidden. Cheating includes but is not limited to: plagiarism, submission of work that is not the student's own, submission or use of falsified data, unauthorized access to exam or assignment, use of unauthorized material during an exam, supplying or communicating unauthorized information for an assignment or exam.

### **Participation**

Students are expected to attend and participate in all class activities as listed above, as it is 10% of the grade. Points will be given to students who actively participate in class activities including field trips, laboratories, and ask questions of guest speakers and other presenters.

### **Cell Phone and Head Phone Use**

Please turn cell phones off or place them on silence or vibrate mode **before** coming to class. Also, answer cell phones **outside of class** (not in the classroom). Exercising cell phone courtesy is appreciated by both the instructor and classmates. Headphones are to be removed before coming to class.

### **Attendance Policy**

Students are expected to regularly attend all classes for which they are registered. A percentage of the student's grade will be based on class attendance and participation. Absence from class, regardless of the reason, does not relieve the student of his/her responsibility to complete all course work by the required deadlines. Furthermore, it is the student's responsibility to obtain notes, handouts, and any other information covered when absent from class and to arrange to make up any in-class assignments or tests if permitted by the instructor. Incomplete or missing assignments will necessarily affect the student's grades. Instructors will report excessive and/or unexplained absences to the Counseling Department for investigation and potential intervention. Instructors may drop students from the class after three absences unless prior arrangements are made with the instructor to make up work and the instructor deems any excuse acceptable.

### **Study Time Outside of Class for Face-to-Face Courses**

For every credit hour spent in class, a student is expected to spend two hours outside of class studying the course materials.

### **Study Time for Hybrid or Blended Courses**

For a hybrid or blended course of one credit hour, a student is expected to spend three hours per week studying the course materials.

### **Study Time for Online Courses**

For an online course of one credit hour, a student is expected to spend four hours per week studying the course materials.



## **Academic Integrity**

Integrity (honesty) is expected of every student in all academic work. The guiding principle of academic integrity is that a student's submitted work must be the student's own. Students who engage in academic dishonesty diminish their education and bring discredit to the University community. Avoid situations likely to compromise academic integrity such as: cheating, facilitating academic dishonesty, and plagiarism; modifying academic work to obtain additional credit in the same class unless approved in advance by the instructor, failure to observe rules of academic integrity established by the instructor. The use of another person's ideas or work claimed as your own without acknowledging the original source is known as plagiarism and is prohibited.

## **Diné Philosophy of Education**

The Diné Philosophy of Education is incorporated into every class for students to become aware of and to understand the significance of the four Diné philosophical elements, including its affiliation with the four directions, four sacred mountains, the four set of thought processes and so forth: Nitsáhákees, Nahat'á, Iiná and Sih Hasin which are essential and relevant to self-identity, respect and wisdom to achieve career goals successfully.

## **A:shiwí Philosophy of Education**

*Yam de bena: dap haydoshna: akkya hon detsemak a:wannikwa da: hon de:tsemak a:ts'umme.*

Our language and ceremonies allow our people to maintain strength and knowledge. The A:shiwí Philosophy of Education will be the essential elements of preparing students to develop indigenous and western teachings. The A:shiwí core values of hon i:yyuʔashik'yanna:wa (respect), hon delank'oha:willa:wa (kindness and empathy), hon i:yyayumola:wa (honesty and trustworthiness), and hon kohol lewuna:wediyahnan, wan hon kela i:tsemanna (think critically). These indigenous ways of knowing will allow learners to develop positive self-identity, respect, kindness, and critical thinking skills to achieve life goals successfully.

## **Students with Disabilities**

The Navajo Technical University and the Early Childhood and Multicultural Education Program, are committed to serving all enrolled students in a non-discriminatory and accommodating manner. Any student who feels he/she may need an accommodation based on the impact of disability or needs special accommodations should inform NTU in accordance with the procedures of the subsection entitled "Students with Disabilities" under Section 7: Student Support Programs, NTU Student Handbook.



## APPENDIX A

### **ECED 2115 Introduction to Language, Literacy, and Reading Communication/Discussion Rubric**

Methods of evaluation will vary depending on the special topic being offered. Standard methods of evaluation may be employed, such as: readings, discussions, written assignments (short response through research papers), library or Web-based research, individual or group projects, and formal and informal presentations. Other methods may be utilized to assess student mastery of competencies based upon the needs of the special topic and the instructor.

Below is a possible written assignment for one special topics course.

#### **Assignment Steps**

1. Start with your own interests, experience, or curiosity (brainstorming session and class discussion), then use library and web resources to identify possible research topics that fit the parameters of the assignment.
2. After initial research, choose a specific topic for your paper, within the assignment parameters.
3. Use library, textbook, and web resources to identify and locate at least 2 sources relevant to your topic, and which contain information that addresses details that you plan to cover in your paper.
4. Take notes on the relevant information in your sources, with complete and accurate citation information following APA citation guidelines.
5. Write an outline (as a plan for your research paper).
6. Write a draft of the essay (in Microsoft Word or Google Docs), based on your outline from step 5.
7. Post your discussion
8. Provide reader's feedback to colleagues as well as your own based on responses or clarifications.
9. Post discussion that includes APA guidelines for formatting, as well as for the in-text citations and the works cited list acknowledging your sources.
10. Turn the paper in on the due date, per assignment parameters.

#### **Scroll Down for Rubric**

**Rubric**

**COMMUNICATION RUBRIC**

Adapted from NMHED Communication rubric • Navajo Technical University

OUTCOMES	SCALE			SUBTOTALS & COMMENTS
	Emerging (1 pts)	Developing (2 pts)	Proficient (3 pts)	
<i>Communicate in various genres and mediums</i>	Student communicates in various genres and mediums.	Student communicates in several genres and mediums, demonstrating awareness that different genres and mediums have different limitations and strengths	Student communicates effectively in several genres and mediums, demonstrates awareness of limitations and strengths of each, and evaluates the effectiveness of communication with regard to appropriateness to the rhetorical situation.	
<i>Apply reading strategies</i>	Student uses more than one for understanding and evaluating messages. Describes the central idea of a message.	Students use several strategies to understand and evaluate messages. They demonstrate awareness that different rhetorical situations may require different strategies.	Student uses wide range of strategies for understanding and evaluating messages. Also evaluates the effectiveness of strategies she/he uses for interpreting messages in different rhetorical situations.	
<i>Evaluate an argument</i>	Student understands that sources have varies validity and authority and that claims can be facts, opinions, inferences, and supported or unsupported.	Student evaluates a source's authority; distinguishes among facts, opinions, and inferences; and identifies claims that are supported or unsupported.	Student identifies and develops claims that are supported by evidence and reasoning; evaluates and integrates arguments of others into own written and spoken arguments.	
TOTAL/COMMENTS				

Scale: 9 points = A; 8 = points = B; 7-6 points = C; 5-4 points = D; less than 4 points = F

APPENDIX B

**ECED 2115 Introduction to Language, Literacy, and Reading  
Reflection Paper Rubric**

**Assignment Steps**

1. Choose a topic of interest to you.
2. Gather information. Whether the information comes from your own account, interviews with eyewitnesses, or printed sources, you must gather as much information as possible.
3. Write an outline (as a plan for your reflection).
6. Write a draft of the feature (in Microsoft Word or Google Docs), based on your outline from step 3.
7. Write utilizing APA guidelines for formatting, as well as for the in-text citations and the works cited list acknowledging your sources. Revise your draft.
8. Write a final draft.
9. Turn the paper in on the due date, per assignment parameters.

**Rubric**

**Feature Story Rubric**

<b>Objectives</b>	<b>Accomplished 9-10 points</b>	<b>Skilled 7-8 points</b>	<b>Developing 5-6 points</b>	<b>Needs Improvement 4 points or less</b>
<b>Effective &amp; Appropriate Lead</b>	Lead is original and catchy; fits well with the rest of the story; invites readers into the piece	Lead is appropriate to story and fairly effective at getting attention; shows some signs of originality	Lead is adequate but not extremely catchy or original	Lead is neither original nor catchy; is boring, overused or trite, or is inappropriate to story
<b>Adequate Use of Sources</b>	Evidence of reporter using as many sources as necessary (best sources) to adequately present all sides in the story; all are identified; info is properly attributed; all info is accurate, thorough; uses individuals, anecdotes to illustrate larger issues	A minimum of three sources are used and are clearly identified; most information is attributed to sources; information is accurate; may use some anecdotal info	Two or fewer sources are used; some sources are improperly identified, or some info or opinion is given without attribution; most info is accurate but may not be thorough; missing key sources; may use too general info	One or fewer sources used in story; or sources are improperly identified; much info is given without attribution; inaccurate or vague info
<b>Effective Organization (deals with structure)</b>	Reflection is organized with clear transitions and logical connections that create a sense of being tightly woven	Reflection is organized and most transitions and connections are clear, but	Reflection lacks strong organization, jumps around too much or lacks effective transitions;	Reflection is choppy; organization is unclear; few effective

	together; moves from specific case to broader more general topic Focus of story is clear; nothing detracts from primary focus	organization is somewhat lacking, or the sense of flow is somewhat abrupt Focus is fairly clear	not in logical order Reflection lacks strong sense of unity and focus	transitions No clear angle; story is rambling and awkward
<b>Grammar and Spelling</b>	Reflection is well-edited and virtually flawless; NO spelling errors; includes the proper spelling of all names	Reflection is spell-checked and all names are correct; contains few grammatical errors	Reflection is spell-checked and all names are correct; contains several grammatical errors	Names are misspelled; or spell-check was not used; or contains many grammatical errors

**TOTAL:** \_\_\_\_ / 40 **Comments:**

## APPENDIX C

### ECED 2115 Introduction to Language, Literacy, and Reading Project Rubric

Topic: Plan a literacy-rich classroom or family-care environment for one of the following age groups: infants, toddlers, preschoolers, or school-age children.

1. Chose a Grade level
2. Create a Classroom Map of your Classroom or Center
3. Identify and list a sample of the Literature/Book
4. Identify or create Objective for the Purpose for student Reading
5. Classroom or Center Rules for the Literature Center
6. Will their be a reward system or list of reinforcement for the Literature Center

#### Project Rubric

#### Diné Studies • Navajo Technical University

Criteria	Scale			Subtotals & Comments
	Emerging (1)	Developing (2)	Proficient (3)	
<i>Cultural relevance</i>	Project is only topically relevant. Does not meet basic expectations for the assignment.	Project is sufficiently relevant. Meets basic expectations for the assignment.	Project is deeply relevant to Navajo language, literacy, culture, history, government, beliefs, expression, ways of knowing, and/or wellness.	
<i>Breadth</i>	Project demonstrates limited breath, addresses ideas that are limited and unconnected.	Project demonstrates sufficient breadth; embraces two or more elements of Diné Studies.	Project covers a number of inter-connected ideas, issues, challenges, persons, communities, and/or events.	
<i>Depth</i>	Project demonstrates incomplete or superficial depth only.	Project demonstrates sufficient depth; probes sufficiently into elements of Diné Studies.	Project probes aspects of cultural knowledge and/or expression in depth, analyzing ideas, issues, and questions of critical importance to Navajo language, literacy, culture, history, government, expression, ways of knowing, and/or wellness.	
<i>Quality</i>	Project has many distracting errors and/or inaccuracies.	Project has a number of errors and/or inaccuracies that are relatively minor and	Project is communicated and/or presented accurately and clearly, with no distracting errors in oral or written forms.	

		do not distract from overall quality.		
Totals/Comments				Reader's initials

Scale: 12-11 points = A; 10-9 points = B; 8-7 points = C; 6-5 points = D; less than 5 points = F