



**Division of Liberal Arts, Humanities & Education
Child Development Department**

<https://www.hccs.edu/programs/areas-of-study/liberal-arts-humanities--education/child-development/>

CDEC 1356: Emergent Literacy | Lecture | #19329

Spring 2021 | 16 Weeks (1/19/2021-5/17/2021)

Virtual Class Meetings Tuesday/Thursday 10:30 a.m.- 12:50 p.m.

3 Semester Credit Hours / 2 Lecture Hours / 3 Laboratory Hours | 80 Contact Hours
Per Semester

Instructor Contact Information

Instructor: Dr. Pamela Norwood-Todd
Office: Virtual
HCC Email: pamela.norwoodtodd@hccs.edu

Office Phone: 713-718-6236
Office Hours: M-Th, by appointment
Office Location: Virtual

Please feel free to contact me concerning any problems that you are experiencing in this course. Your performance in my class is very important to me. I am available to hear your concerns, answer your questions, clarify ideas, or just to discuss course topics.

Instructor's Preferred Method of Contact

College policy requires instructors and students to communicate through the HCCS email system. If you have not activated your HCCS student email account please do so. You can reach me using the Canvas course email system primarily. Outside of the course, you can contact me by email at pamela.norwoodtodd@hccs.edu. I will respond to emails within 48 hours Monday through Friday; I will reply to weekend messages on Monday mornings. If I am not available, please feel free to leave a message on my phone or contact our department's administrative assistant, Ms. Debbie Pinnock at 713-718-6303 or debbie.pinnock@hccs.edu.

What's Exciting About This Course

"Teachers who love teaching, teach children who love learning." -Unknown

Early childhood teachers play a central role in young children's development of literacy skills. Effective educators in high quality early learning settings use books to inspire play, set the stage for the creative process, promote critical thinking, and to serve as discussion starters supporting oral language skills. In this class, you will read a variety of children's books, plan activities that involve flannel boards, puppets, and practice using an array of literacy related manipulatives. We don't just talk about teaching literacy, we experience it!

My Personal Welcome

Welcome to Emergent Literacy!—I'm delighted that you have enrolled in this course. One of my passions is to advocate for promoting excellence in early learning and teaching. My primary goal is to help teachers acquire the knowledge and skills necessary for them have rich and engaging interactions in the classroom. My intent is to present the information in the most productive way I know, so that you can grasp the concepts and apply them now and hopefully throughout your professional career. My goal is for you to walk out of the course with a better understanding of how to establish a foundation for early literacy experiences. As you read and wrestle with new ideas and facts that may challenge you, please know that I am always available to support you. The fastest way to reach me is by my HCC email. The best way to really discuss issues however, is often in person so I will be available during my posted office hours to address any concerns you might have. So please visit or contact me whenever you have a question.

Prerequisites and/or Co-Requisites

The prerequisites required for CDEC 1356 are CDEC 1313, CDEC 1323, and CDEC 1358. Please carefully read and consider the repeater policy in the [HCCS Student Handbook](#).

Canvas Learning Management System

This section of CDEC 1356 will use [Eagle Online Canvas \(https://eagleonline.hccs.edu\)](https://eagleonline.hccs.edu) to supplement in-class assignments, exams, and activities. You will be taught how to access assignments, discussions, and quizzes online. Most of your assignments will be uploaded into Eagle Online Canvas. This allows for quicker access to grades and instructor comments, and provides a permanent record of your success in this class. HCCS Open Lab locations may be used to access the Internet and Eagle Online Canvas. It is recommended that you **USE [FIREFOX](#) OR [CHROME](#) AS YOUR BROWSER.**

HCC Online Information and Policies

Here is the link to information about HCC Online classes including the required Online Orientation for all fully online classes: <http://www.hccs.edu/online/>

Scoring Rubrics, Sample Assignments, etc.

Look in Canvas or contact your instructor for the scoring rubrics for assignments, samples of class assignments, and other information to assist you in the course.
<https://eagleonline.hccs.edu/login/ldap>

Instructional Materials

Textbook Information

The textbook listed below is required for this course.



Machado, J.M. (2016). Early Childhood Experiences in Language Arts. (11th ed.). Stamford, CT: Cengage Learning.

Order your book here: [HCC Bookstore](#)

Other Instructional Resources

Tutoring

HCC provides free, confidential, and convenient academic support, including writing critiques, to HCC students in an online environment and on campus. Tutoring is provided by HCC personnel in order to ensure that it is contextual and appropriate. Visit the [HCC Tutoring Services](#) website for services provided.

Libraries

The HCC Library System consists of 9 libraries and 6 Electronic Resource Centers (ERCs) that are inviting places to study and collaborate on projects. Librarians are available both at the libraries and online to show you how to locate and use the resources you need. The libraries maintain a large selection of electronic resources as well as collections of books, magazines, newspapers, and audiovisual materials. The portal to all libraries' resources and services is the HCCS library web page at <http://library.hccs.edu>.

Supplementary Instruction

Supplemental Instruction is an academic enrichment and support program that uses peer-assisted study sessions to improve student retention and success in historically difficult courses. Peer Support is provided by students who have already succeeded in completion of the specified course, and who earned a grade of A or B. Find details at <http://www.hccs.edu/resources-for/current-students/supplemental-instruction/>.

Course Overview

CDEC 1356 is an exploration of principles, methods, and materials for teaching language and literacy through a play-based integrated curriculum to children from birth through age eight.

Core Curriculum Objectives (CCOs)

CDEC 1356 is not a core curriculum course and does not specifically address core curriculum objectives.

Program Student Learning Outcomes (PSLOs)

| | |
|------------------|--|
| NAEYC Standard 1 | Develop an understanding of child development and learning. |
| NAEYC Standard 2 | Examine family and community relationships. |
| NAEYC Standard 3 | Explain the observation, documentation, and assessment process needed to support young children and their families. |
| NAEYC Standard 4 | Know, understand, and use a wide array of developmentally effective approaches, instructional strategies and tools to connect with children and families and positively influence each child's development and learning. |
| NAEYC Standard 5 | Know, understand, and use the essential concepts, inquiry tools, and structure of content areas along with other resources to design, implement and evaluate meaningful curriculum for each child. |
| NAEYC Standard 6 | Identify and conduct themselves as members of the early childhood profession. |

Course Student Learning Outcomes (CSLOs)

Upon completion of CDEC 1356, the student will be able to:

1. Define literacy and emergent literacy.
2. Analyze various theories of language development.
3. Describe the teacher's role in promoting emergent literacy.
4. Create literacy environments and experiences for children.

Learning Objectives

Define literacy and emergent literacy.

- 1.1 Discuss the elements of emergent literacy.
- 1.2 Discuss the interrelatedness of speaking, listening, reading, and writing.

Analyze various theories of language development.

- 2.1 Outline developmental milestones of language development/communication of children.
- 2.2 Describe the development of second language learning.

Describe the teacher's role in promoting emergent literacy.

- 3.1 Explain how the teacher can integrate the children's cultures into meaningful literacy experiences.

3.2 Describe how assessment information can be used to plan developmentally appropriate learning activities.

3.3 Discuss how the teacher can philosophically and physically integrate technology to support literacy development in the curriculum.

Create literacy environments and experiences for children.

4.1 Design environments that are print-rich and offer children real-life and meaningful opportunities to develop skills and positive attitudes toward literacy.

4.2 Make literacy materials to use in early childhood programs.

4.3 Use a variety of techniques (puppets, dramatization, flannel boards, storytelling, finger plays, poetry, rhymes, riddles, songs, pictures, computers) to promote literacy.

4.4 Read informally and frequently to children throughout the day.

Student Success

Expect to spend at least twice as many hours per week outside of class as you do in class studying the course content. Additional time will be required for written assignments. The assignments provided will help you use your study hours wisely. Successful completion of this course requires a combination of the following:

- Reading the textbook
- Attending class in person and/or online
- Completing assignments
- Participating in class activities

There is no short cut for success in this course; it requires reading (and probably re-reading) and studying the material using the course objectives as a guide.

Instructor and Student Responsibilities

As your Instructor, it is my responsibility to:

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through learner-centered instructional techniques
- Provide a description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness, and making up assignments
- Provide the course outline and class calendar that will include a description of any special projects or assignments
- Arrange to meet with individual students before and after class as required

As a student, it is your responsibility to:

- Attend class in person and/or online
- Participate actively by reviewing course material, interacting with classmates, and responding promptly in your communication with me
- Read and comprehend the textbook
- Complete the required assignments and exams
- Ask for help when there is a question or problem
- Keep copies of all paperwork, including this syllabus, handouts, and all assignments
- Attain a raw score of at least 50% on the departmental final exam
- Be aware of and comply with academic honesty policies in the HCCS Student Handbook

Assignments, Exams, and Activities

Written Assignment

The assignments in this course include a Parent Interview, Child's Skill Assessment, Program Observation, Microteaching Presentation and Literacy Activity Notebook.

Exams

Weekly chapter quizzes for the course are in the Eagle Online Canvas component of the course. There will also be three exams. Each of these exams will consist of at least 50 questions (multiple choice, true/false, fill in the blank, and/or short answer). Please check the course calendar included here for the exam dates.

In-Class Activities

Routinely, there will be a variety of in-class activities provided in various formats (large group, small group, individual). The purpose of these activities is to enhance your understanding of the course material. No points or grades are given but full participation is expected.

Required Components

This course includes a required component of a laboratory assignment (Practicum Level 1). To successfully complete this assignment, the student must visit an NAEYC accredited school or center, or a Texas Rising Star (TRS) 4 star school or center. The student will observe at the school or center for at least three hours, complete an observation form to document the observation, and write a one-page summary of the observation. If this assignment is not completed with 70% of possible points, the student will not receive a passing grade in this class.

This course also includes a required component of an Activity Notebook. Specific instructions for this assignment will be provided by your instructor. If this assignment is not completed with 70% of possible points, you will not receive a passing grade in this class.

Grading Formula

The total possible points that can be earned in this course is **950**. Below you will find the grading scale:

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|------------|---|
| 855-950= | A |
| 760-854= | B |
| 665-759= | C |
| 570-664= | D |
| 569-below= | F |

Incomplete Policy:

The grade of "I" (Incomplete) is conditional. Incompletes are at the discretion of the professor and aligned with departmental guidelines. The grade of "I" may be earned if a

student is passing the course with a D or higher AND has completed at least half of the required components for the course. Additionally, the student must have a justifiable and documented reason for not completing the work on schedule.

If you receive an "I" you must arrange with the instructor to complete the coursework within six months. After the deadline, the "I" becomes an "F". All "I" designations must be changed to grades prior to graduation. The changed grade will appear on your record as "I"/Grade (example: "I/A").

HCC Grading Scale can be found on this site under Academic Information:
<http://www.hccs.edu/resources-for/current-students/student-handbook/>

Course Calendar

| Week | Dates | On-Line and Out of Class Activities | In Class Discussions of Topics and Assignments Due (Wed) |
|------|---------------|---|---|
| 1 | Jan 19, 21 | Introductions, Review Syllabus, Course Format; Read Chapter 1 | Beginnings of Communication |
| 2 | Jan 26, 28 | Read Chapter 2; Weekly Quiz Discussion 1, Lab Experience | Tasks of the Toddler |
| 3 | Feb 2, 4 | Read Chapter 3; Weekly Quiz; Explore Texas Early Learning Guidelines | Preschool Years Major Assignment #1 Due-Parent Interview (50 points) |
| 4 | Feb 9, 11 | Read Chapters 4 and 5; Weekly Quiz; Explore Pre-K Guidelines Discussion 2, Lab Experience | Understanding Differences; Achieving Language Goals through Program Planning |
| 5 | Feb 16, 18 | Read Chapter 16; Weekly Quiz; Virtual Classroom Tour | Developing a Literacy Environment Major Assignment #2 Due- Child's Skill Assessment (50 points) |
| 6 | Feb 23, 25 | Review Chapters 1-5; 16 | Exam #1 (100 points) |
| 7 | Mar 2, 4 | Read Chapters 6 and 7; Weekly Quiz; Discussion, Lab-Rhyming Book Review and Share | Promoting Language and Literacy; Developing Listening Skills; <i>*Phonological Awareness</i> |
| 8 | Mar 9, 11 | Read Chapter 8; Weekly Quiz; Discussion, Lab-ABC Book Review and Share | Children and Books; <i>*Letter Knowledge</i> Major Assignment #3 Due- Program Observation (200 points) |
| | Mar 16, 18 | Spring Break | Spring Break |
| 9 | Mar 23, 25 | Read Chapter 9; Weekly Quiz; Discussion, Lab-Library Storytime Review | Story Telling <i>*Print Awareness and Print Concepts</i> |
| 10 | Mar 30, Apr 1 | Read Chapter 11; Weekly Quiz; Discussion, Lab-Flannel Board or Puppet Creation | Language Growth through Flannel Boards, Puppetry, and Dramatization |
| 11 | Apr 6, 8 | Review Chapters 6-9, 11 | Exam #2 (100 points) |
| 12 | Apr 13, 15 | Read Chapters 12 and 13; Weekly Quiz; Nonfiction Book Share and Review | Realizing Speaker Goals; Group Times; <i>*Oral Language Development</i> |

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|----|---------------|---|---|
| 13 | Apr 20, 22 | Read Chapter 14; Weekly Quiz; Environmental Print Book Share and Review | Print-Early Knowledge and Emerging Interest; * <i>Written Expression</i> |
| 14 | Apr 27, 29 | Read Chapter 15; Read Aloud Review | Reading and Preschoolers Major Assignment #4 Due-Literacy Activity Notebook (200 points) |
| 15 | May 4, 6 | Review Chapters 12-15 | Review and Wrap-Up Major Assignment #5 Due- Microteaching Presentation (30 points) |
| 16 | May 13 | Review Chapters 12-15 | Exam #3 (100 points) |

*No required assignments will be accepted after **May 6, 2021**

Syllabus Modifications

The instructor reserves the right to modify the syllabus at any time during the semester and will promptly notify students in writing, typically by e-mail, of any such changes.

Instructor's Practices and Procedures

Missed Assignments

If you have a documented, college approved excuse for missing an assignment, you may make it up without any grade reduction or penalty. Approved excuses include personal illness, a death in the immediate family, and participation in official college functions. If you are unable to attend class on a scheduled midterm examination day, you should contact me as soon as possible to reschedule but within two weeks of the original date. There is no "make-up" for the final exam.

Academic Integrity

HCC expects all students to conduct themselves with honor and integrity in fulfilling course requirements. Proceedings may be initiated by instructors, department chairs, and/or instructional deans against a student accused of a violation of academic integrity. "Scholastic Dishonesty" includes but is not limited to cheating, plagiarism, and collusion. Discretion is given to the instructor as to the administration of consequences for academic integrity violations at the classroom level, subject to any rules imposed by the relevant program/division/center of excellence. Consequences might include such penalties as a 0 on the particular assignment, a mandatory retaking or redoing of the assignment in question, a significant deduction from the final overall course grade, dismissal from the course (if prior to the date of last withdrawal) or failure of the entire course.

<https://www.hccs.edu/media/houston-community-college/district/pdf/2018-2019-Student-Code-of-Conduct.pdf>

Here's the link to the HCC information about academic integrity (Scholastic Dishonesty and Violation of Academic Scholastic Dishonesty and Grievance):

<http://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-procedures/>

Attendance Procedures

You are expected to attend each class session. Research has shown that regular class attendance correlates with good grades. Please be on time and plan to attend the entire class period. If you must be absent, know that you will still be held responsible for the material covered in class. Make sure that you ask for the handouts or other supplemental information that may have been distributed in the missed session. Please be advised that instructors may drop students who fail to attend class by the official date of enrollment or who miss more than six hours of classroom time.

Student Conduct

"According to its policy on student conduct, the Houston Community College views college-level students as adults who subscribe to a basic standard of conduct..Moreover, a student's membership in the community of scholars is a privilege and carries with it obligations to participate in and contribute to the educational mission of the college and to avoid any behavior that is contrary to that mission. Therefore, no student may disrupt or otherwise interfere with any educational activity being performed by a member of the college district. In addition, no student may interfere with his/her fellow students' right to pursue their academic goals to the fullest in an atmosphere appropriate to a community of scholars."

<https://www.hccs.edu/media/houston-community-college/district/pdf/2018-2019-Student-Code-of-Conduct.pdf>

Instructor's Course-Specific Information (Extra Credit Policy)

Students who are not absent more than twice during the semester will be eligible for 25 extra credit points that will be applied towards the final grade. These students will also be eligible to submit one (1) additional extra credit assignment form a list that will be provided. Late assignments are accepted but 5 points per class session will be deducted from the original grade if they are submitted within two weeks of the due date. After that, the grade will be reduced by 25%. The last date to submit any assignment is the week before the final exam. Please be sure to make backup copies of all submitted work and keep all graded assignments until final course grades are posted.

Electronic Devices

Most technological devices are considered distracting in the classroom. Please turn your cell phone OFF or on VIBRATE before coming to class. Please refrain from answering or responding to any calls or text messages during class. Leaving the class to respond to a call should be done only in the case of a verifiable emergency. Repeated violations of this policy will result in you being asked to leave the class session and an appointment for a personal conference.



Child Development Program Information

The A.A.S. Child Development Program at Houston Community College is accredited by the Commission on the Accreditation of Early Childhood Higher Education Programs of the National Association for the Education of Young Children. Accreditation is awarded to programs that demonstrate evidence of excellence by meeting the NAEYC Professional

Preparation Standards. There are currently 204 institutions in 40 states with NAEYC accredited programs. HCC is one of the 11 in Texas. The accreditation term runs from beginning date March, 2017 through March, 2024.

NOTICE This course of study would not be appropriate for anyone who falls into the following category as noted by the Texas Department of Family and Protective Services. "No person with a conviction or who is under indictment for, or is the subject of an official criminal complaint alleging violation of any of the crimes listed as a felony against the person or felony violation of the Texas Controlled Substance Act may be present while children are in care."

Orientation Students who are completing lab, practicum, or field experience components at the YMCA Children's Academy at the HCC Central Campus must complete a mandatory orientation. Contact the department at 713-718-5470 or 713-718-6303 for more details about the orientation.

HCC Policies

Here's the link to the HCC Student Handbook <http://www.hccs.edu/resources-for/current-students/student-handbook/> In it you will find information about the following:

- Academic Information
- Academic Support
- Attendance, Repeating Courses, and Withdrawal
- Career Planning and Job Search
- Childcare
- disAbility Support Services
- Electronic Devices
- Equal Educational Opportunity
- Financial Aid TV (FATV)
- General Student Complaints
- Grade of FX
- Incomplete Grades
- International Student Services
- Health Awareness
- Libraries/Bookstore
- Police Services & Campus Safety
- Student Life at HCC
- Student Rights and Responsibilities
- Student Services
- Testing
- Transfer Planning
- Veteran Services

EGLS³

The EGLS³ (Evaluation for Greater Learning Student Survey System) will be available for most courses near the end of the term until finals start. This brief survey will give invaluable information to your faculty about their teaching. Results are anonymous and will be available to faculty and division chairs after the end of the term. EGLS³ surveys are only available for the Fall and Spring semesters. -EGLS³ surveys are not offered during the Summer semester due to logistical constraints.

<http://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/>

Campus Carry Link

Here's the link to the HCC information about Campus Carry:

<http://www.hccs.edu/departments/police/campus-carry/>

HCC Email Policy

When communicating via email, HCC requires students to communicate only through the HCC email system to protect your privacy. If you have not activated your HCC student email account, you can go [to HCC Eagle ID](#) and activate it now. You may also use Canvas Inbox to communicate.

Housing and Food Assistance for Students

Any student who faces challenges securing their foods or housing and believes this may affect their performance in the course is urged to contact the Dean of Students at their college for support. Furthermore, please notify the professor if you are comfortable in doing so.

This will enable HCC to provide any resources that HCC may possess.

Office of Institutional Equity

Use the link below to access the HCC Office of Institutional Equity, Inclusion, and Engagement (<http://www.hccs.edu/departments/institutional-equity/>)

disAbility Services

HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including long and short term conditions, mental health, chronic or temporary medical conditions), please meet with a campus Abilities Counselor as soon as possible in order to establish reasonable accommodations. Reasonable accommodations are established through an interactive process between you, your instructor(s) and Ability Services. It is the policy and practice of HCC to create inclusive and accessible learning environments consistent with federal and state law. For more information, please go to <http://www.hccs.edu/support-services/disability-services/>

Title IX

Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence. Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual's fundamental rights and personal dignity. Title IX prohibits discrimination on the basis of sex-including pregnancy and parental status in educational programs and activities. If you require an accommodation due to pregnancy please contact an Abilities Services Counselor. The Director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator. All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to:

David Cross
Director EEO/Compliance
Office of Institutional Equity & Diversity

3100 Main
(713) 718-8271
Houston, TX 77266-7517 or Institutional.Equity@hccs.edu
<http://www.hccs.edu/departments/institutional-equity/title-ix-know-your-rights/>

Office of the Dean of Students

Contact the office of the Dean of Students to seek assistance in determining the correct complaint procedure to follow or to identify the appropriate academic dean or supervisor for informal resolution of complaints.

<https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-complaints/speak-with-the-dean-of-students/>

Department Chair Contact Information

Saran Winters, saran.winters@hccs.edu, 713-718-6237.