APPLICATION FOR NEW COURSE

1. Submitted by College of Education Date 10/04

Department/Division offering course Department of Special Education & Rehabilitation Counseling

2. Proposed designation and Bulletin description of this course

a. Prefix and Number IEC 512 b. Title* Language & Literacy for Young Children

*NOTE: If the title is longer than 24 characters (including spaces), write a sensible title (not exceeding 24 characters) for use on transcripts

c. Lecture/Discussion hours per week 3 hours lecture d. Laboratory hours per week

e. Studio hours per week f. Credits 3

3. Course description

An overview of early language and merging literacy skills in young children. Will prepare future early childhood service providers to evaluate and plan developmentally appropriate environments to promote oral and written language and literacy.

h. Prerequisites (if any) – Admission to TEP or enrollment as required/elective course for IEC graduate students.

4. To be cross-listed as

Prefix and Number ____________ Signature, Chairman, cross-listing department

5. Effective Date Fall, 2005 semester and year)

6. Course to be offered □ Fall □ Spring □ Summer

7. Will the course be offered each year? (Explain if not annually)

☐ Yes ☐ No

8. Why is this course needed?

To respond to university, local, state and national priorities for greater focus on language and literacy during the early childhood years.

9. a. By whom will the course be taught? Faculty in IEC, Department of EDSRC

b. Are facilities for teaching the course now available? ☒ Yes ☐ No

If not, what plans have been made for providing them?
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10. What enrollment may be reasonably anticipated? 15-20

11. Will this course serve students in the Department primarily? ☒ Yes ☐ No
   Will it be of service to a significant number of students outside the Department? ☐ Yes ☒ No
   If so, explain.

12. Will the course serve as a University Studies Program course? ☐ Yes ☒ No
   If yes, under what Area?

13. Check the category most applicable to this course
   ☒ traditional; offered in corresponding departments elsewhere;
   ☐ relatively new, now being widely established
   ☐ not yet to be found in many (or any) other universities

14. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky? ☒ Yes ☐ No

15. Is this course part of a proposed new program? If yes, which? ☐ Yes ☐ No

16. Will adding this course change the degree requirements in one or more programs?*
   If yes, explain the change(s) below
   Will replace LIS 510 – Children’s Literature & Related Materials

17. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.

18. If the course is 100-200 level, please submit evidence (e.g., correspondence) that the Community College System has been consulted. ☐ Check here if 100-200.

19. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales. ☒ Check here if 400G-500.

20. Within the Department, who should be contacted for further information about the proposed course?

   Name  Katherine McCormick
   Phone Extension  257-9573

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.
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Signatures of Approval:

[Signature]
Department Chair

[Signature]
Dean of the College

11/23/04
Date

12/20/04
Date

UNDERGRADUATE COUNCIL,

*Undergraduate Council

*University Studies

*Graduate Council

*Academic Council for the Medical Center

*Senate Council (Chair)

Date of Notice to the Faculty
2/1/05
Date

Date

Date

Date

Date

Date of Notice to University Senate

*If applicable, as provided by the Rules of the University Senate

ACTION OTHER THAN APPROVAL

Rev 3/04
I. Instructor:
Katherine McCormick, Ph.D.
Associate Professor
126 Taylor Education Building
859.257.1325
kmcco2@uky.edu


Additional Readings:
Can be downloaded at www.nichd.nih.gov/publications/nrpubskey.cfm

Can be downloaded at The Partnership for Reading web site, www.nifl.gov/partnershipforreading


III. Course Description:  An exploration of early language and emerging literacy theory and strategies for teaching/ facilitating these skills in young children. The course will embed adult-based learning principles and concepts of brain development, family involvement, and the application of assessment to intervention/instruction. The culminating experience is standards based planning resulting in the development of a standards based unit of study.

IV. Course Objectives: Upon successful completion of this course the student will be able to:
1. Demonstrate knowledge of early language development.
2. Demonstrate knowledge of emergent literacy skills.
3. Discuss curriculum choices that provide environments and experiences that encourage early language and literacy development.
4. Evaluate early childhood curriculums, packaged programs, and activities.
5. Discuss and create lessons/units based on early childhood literature.
6. Demonstrate an understanding of developmentally appropriate assessment for language and literacy.
7. Demonstrate and awareness of appropriate adaptations to encourage development of language and literacy skills in children with special needs, children who are learning English
as a second language, and children from a variety of cultural and ethnic traditions.

**V. Conceptual Framework:** Constructivism provides the broad theoretical basis for the content; practice is influenced by research in developmentally appropriate practice, linked assessment and instruction, and brain-based adult learning models.

**VI. Standards:** The course addresses the following Interdisciplinary Early Childhood:
- Standard I: Designs/Organizes Instruction
- Standard II: Creates/Maintains Learning Climates
- Standard III: Implements/Manages Instruction
- Standard IV: Assesses and Communicates Learning Results
- Standard IV: Reflects/Evaluates Teaching/Learning
- Standard VIII: Supports Families

**VII. Course Requirements:**


*Lesson Plan:* (Graduate and Undergraduate) Develop lesson plan / instructional unit based on an age appropriate children’s book. Focus on at least one specific component of reading.

*Materials Review:* (Graduate and Undergraduate) Choose and review one published activity book or program. Write a two to three page review of the program including the following information: title, author(s), publisher, price, target age group, target skills, examples of activities, your opinion of the product.

*Design classroom:* (Graduate and Undergraduate) Design and create map of an appropriate early childcare center (choose age group: 0-3, preschool, kindergarten). Include justification for your decisions.

*Web-search:* (Graduate and Undergraduate) Identify two websites that would be useful for parents to support early language/literacy in the home. Each review should be at least one page in length and should include the web address, a description of the site, and why it would be useful to families.

*Resource Binder:* (Undergraduate) Be prepared to share all course assignments with the rest of the class. If you do not want your name to appear on the assignment, submit a copy without identifying information along with your assignment. Each class member will compile a binder with everyone’s completed assignments that will serve as a resource for future practice.

It is the expectation based on an enrollment of 20 students, that the resulting binder will include:
- 400 book reviews of children’s literature
- 20 different lesson plans
20 reviews of purchasable materials
20 possible classroom designs
40 website resources

This course is therefore a collaborative effort among class members to compile a practical resource for use as practitioners.

**Standards-Based Unit of Study (Graduate Only)** Graduate students will develop a standards based unit of study to be used in a preschool classroom. This product is expected to be comprehensive and demonstrates the application of the content included in the course.

**Comprehensive Final** (Responses from Graduate and Undergraduate students will be graded differentially). The final will

### Grading:

<table>
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<tr>
<th>Component</th>
<th>Points</th>
<th>University Grading System:</th>
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<tr>
<td>Literature Review</td>
<td>50</td>
<td></td>
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<tr>
<td>Lesson Plan</td>
<td>20</td>
<td>90-100 A</td>
</tr>
<tr>
<td>Materials Review</td>
<td>30</td>
<td>80-89 B</td>
</tr>
<tr>
<td>Designed Classroom</td>
<td>30</td>
<td>70-79 C</td>
</tr>
<tr>
<td>Web-search</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Resource binder</td>
<td>100</td>
<td></td>
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<tr>
<td>Final</td>
<td>100</td>
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</tbody>
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Total points 350 (Graduate and Undergraduate)
Unit of Study 100 (450 Graduate Only)

### Course Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
<td></td>
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<tr>
<td>2</td>
<td>Foundations Language &amp; Literacy</td>
<td>Chpt. 13</td>
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<td>3</td>
<td>Involving Families</td>
<td>L&amp;L Chpt 10</td>
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<tr>
<td>4</td>
<td>Oral Language</td>
<td>L&amp;L Chpt 2 and Chpt 3</td>
<td>Web-search Due</td>
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<tr>
<td>5</td>
<td>Emerging Literacy</td>
<td>L&amp;L Chpt 4</td>
<td></td>
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<tr>
<td>6</td>
<td>Children’s Literature</td>
<td>L&amp;L Chpt 5</td>
<td></td>
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<tr>
<td>7</td>
<td>Beginning Instruction</td>
<td>L&amp;L Chpt 6</td>
<td>Book Review Due</td>
</tr>
<tr>
<td>8</td>
<td>Classroom Environment</td>
<td>L&amp;L Chpt 9 (second part)</td>
<td></td>
</tr>
</tbody>
</table>
| 9    | National Reading Panel/ NCLB   | Report of the NRP (excerpts) | Design
| 10   | Five Areas of Reading          | Report of the NRP (excerpts) | Classroom Due
| 11   | Balanced Literacy              |          |            |
| 12   | Assessment                     |          |            |
| 13   | Curriculum                     |          | Lesson Plan Due |
| 14   | Diverse Learners: multi-cultural, ESL | L&L Chpt 9 (part) |
| 15   | Special Needs                  |          | Additional Reading |
| 16   | Standards-Based Unit           |          | Additional reading |
|      | Study                          |          | Review Materials |