

# Cover Sheet: Request 14366

## EEC 3213: Language and Literacy Development in Early Childhood

### Info

Process	Course Modify Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Tara Mathien tmathien@coe.ufl.edu
Created	10/21/2019 6:21:45 PM
Updated	1/20/2020 2:30:56 PM
Description of request	This course will become part of the proposed BAE in Early Childhood Education. Modifying course title, course description, and credit hours to reflect current terminology and credit hours for sequence in program of study.

### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	COE - School of Special Education, School Psychology, and Early Childhood Studies 011808000	Holly Lane		12/19/2019
EEC 3213 Syllabus-REV 2019 (1) (2).docx					12/18/2019
College	Approved	COE - College of Education	Nancy Waldron		12/19/2019
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			12/19/2019
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

## Course|Modify for request 14366

### Info

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**Submitter:** Tara Mathien tmathien@coe.ufl.edu

**Created:** 12/18/2019 11:06:27 AM

**Form version:** 6

### Responses

**Current Prefix** EEC

**Course Level** 3

**Number** 213

**Lab Code** None

**Course Title** Language and Literacy Development in Preschool

**Effective Term** Earliest Available

**Effective Year** Earliest Available

**Requested Action** Other (selecting this option opens additional form fields below)

**Change Course Prefix?** No

**Change Course Level?** No

**Change Course Number?** No

**Change Lab Code?** No

**Change Course Title?** Yes

**Current Course Title** Language and Literacy Development in Preschool

**Proposed Course Title** Language and Literacy Development in Early Childhood

**Change Transcript Title?** No

**Change Credit Hours?** Yes

**Current Credit Hours** 4

**Proposed Credit Hours** 3

**Change Variable Credit?** No

**Change S/U Only?** No

**Change Contact Type?** No

**Change Rotating Topic Designation?** No

**Change Repeatable Credit?** No

**Maximum Repeatable Credits** 0

**Change Course Description?** Yes

**Current Course Description** Provides an understanding of the phases of language and literacy development in children ages 3-5.

**Proposed Course Description (50 words max)** This course provides students with an understanding of the foundations of language and literacy development in young children, from age 3 to grade 3. The

course includes a focus on the development of oral language, vocabulary, phonological awareness, and word reading skills.

**Change Prerequisites?** No

**Change Co-requisites?** No

**Rationale** This will be a required course in the proposed BAE in Early Childhood Education. This is a modification to the course title and description to reflect current terminology used in the early childhood field. Taking away the term preschool (3-5 years) to encompass all of early childhood (age 3-grade 3). Also, changing course credits from 4 to 3 to reflect the needs of the degree program in which the course will be a part. In the past, this was the sole course devoted to language and literacy content. However, in the new BAE degree program, there will be additional courses in which this content will be distributed, thus a reduction in credit hours.

**Comparison: Current UEC Program & Proposed BAE in ECE Program**

New course Modified Course

**Current UEC ProTeach Program**

**Proposed BAE in ECE Program**

<b>Semester 5 Fall Junior Year</b>	<b>15</b>	<b>Semester 5 Fall Junior Year</b>	<b>15</b>
EDF 3122 The Young Child	3	EDF 3122 The Young Child	3
EDF 3609 Social Foundations of Education	3	EEX 4294 Differentiated Instruction	3
EEX 3012 Intro to Special Education	3	EEC 3XXX Intro to Early Childhood Education	3
LIN 3710 Language Acquisition	3	EEC 3941 Practicum in Early Childhood Education	3
EEX 4754 Family Involvement in ECSE	3	EEC 3404 Family Diversity & Multicultural EC	3

<b>Semester 6 Spring Junior Year</b>	<b>15</b>	<b>Semester 6 Spring Junior Year</b>	<b>15</b>
EEC 3421 EC Math & Science	3	EEC 4252 Inclusive EC Curric/Teach/Assessment I	3
EEX 3226 Assessment in ECSE	3	EDF 3433 Measurement and Evaluation	2
EEC 3941 Practicum ECE	3	EEC 3941 Practicum Early Childhood Education	3
RED 3309 Emergent Lit Beginning Reading Instruct	3	EEC 3213 Language and Literacy Development in EC	3
EEX 4790 Multicultural Issues ECSE	3	EEC 4712 Soc-Emot Lrng & Behavior Support in ECE	4

<b>Summer</b>		<b>Summer Senior Year</b>	<b>6</b>
N/A		EEC 3421 EC Math Science & Technology	6

<b>Semester 7 Fall Senior Year</b>	<b>15</b>	<b>Semester 7 Fall Senior Year</b>	<b>12</b>
EEC 4712 Social Competence in Early Childhood	3	EEC 4XXX Internship in Early Childhood Education	3
EEX 4064 Ed Programming for Infant/Toddler	3	RED 3309 Emergent Lit Beginning Reading Instruct	3
EEC 4215 Early Childhood Science and Social Studies	3	EEC 4XXX Integrated Soc Stud, Humanities, Arts EC	3
EPD 4033 Severely Handicapped	3	EEC 4XXX Inclusive EC Curric/Teach/Assessment II	3
EEX 4812 Practicum: ECSE	3		

<b>Semester 8 Spring Senior Year</b>	<b>15</b>	<b>Semester 8 Spring Senior Year</b>	<b>12</b>
EME 4401 Technology	3	EEC 4XXX Internship in Early Childhood Education	6
EDF 3433 Measurement and Evaluation	3	EEC 4XXX Practicum in Early Literacy	3
LAE 4604 Early Childhood Language Arts	3	TSL 4324 ESOL Strategies for Content Area Teachers	3
EEX 3062 ECSE Curriculum & Management	3		
EEX 4905 EC Curriculum & Management	3		
Program continues to Master's year (below)		Program culminates Major Credits: 60	
<b>Semester 9 Summer Graduate Year</b>	<b>6</b>	<b>Semester</b>	
EEC 6615 Early Childhood Background & Concepts	3	N/A	
RED 5399 Practicum in Beginning Reading Instruct	3		

<b>Semester 10 Fall Graduate Year</b>	<b>15</b>	<b>Semester</b>	
EEC 6933 Internship in Early Childhood	12	N/A	
EEX 6786 Transdisciplinary Teaming Excp. Students	3		

<b>Semester 11 Spring Graduate Year</b>	<b>15</b>	<b>Semester</b>	
EEC 6304 Creativity & the Arts in EC	3	N/A	
EEC 6525 Issues in Child Care Administration	3		
TSL 5142 ESOL Curriculum /Methods/Assessment	3		
LAE 6407 Early Childhood Children's Literature	3		
EEX 6125 Intervention for Language & Learning	3		

**PROPOSED BAE in ECE PROGRAM: COURSE DESCRIPTIONS**

**SEMESTER 5 (FALL)**

**EDF 3122 The Young Child:** Studies growth and development during infancy and early childhood.

**EEX 4294 Differentiated Instruction :** Provides preservice teachers with information and expertise related to instruction to that

**Original file: ECE Curriculum Plans \_ Current and proposed programs[1].docx**

effectively meets the academic needs of all students in inclusive settings.

**EEC 3XXX Introduction to Early Childhood Education:** Provides an overview of early childhood education for all children from age three through grade 3, including legal bases, historical and cultural perspectives, organization, programming, developmentally appropriate principles and evidenced-based practices. Considerations for diversity of socio-economic status, culture, ability, language, race, ethnicity and gender guide all aspects of the course.

**EEC 3941 Practicum in Early Childhood Education :** Field experience in pre-service early childhood education.

**EEC 3404 Family Involvement and Multicultural Issues in Early Childhood:** The role of family and influence of community on development and learning of young children in diverse society

#### **SEMESTER 6 (SPRING)**

- **EEC 4252 Inclusive EC Curriculum, Teaching and Assessment I:** Develops knowledge of best practices in curriculum, management, and teaching in the early childhood years. Includes the contribution of child development theory and research to the design and implementation of appropriate early childhood programming, and discusses using theme-based units and play for integrating curriculum.

- **EDF 3433 Measurement and Evaluation:** Surveys principles and methods of educational measurement with an emphasis on evaluation and diagnosis of students in school settings.

**EEC 3941 Practicum in Early Childhood Education :** Field experience in pre-service early childhood education.

**EEC 3213 Language and Literacy Development in Early Childhood :** This course provides students with an understanding of the foundations of language and literacy development in young children, from age 3 to grade 3. The course includes a focus on the development of oral language, vocabulary, phonological awareness, and word reading skills.

**EEC 4712 Social-Emotional Learning & Behavior Support in ECE:** Multi-tiered model approach to use of developmentally appropriate and evidence-based practices for promoting children's social-emotional learning, self-responsibility and self-regulation in early childhood programs. Practices build from focus on development of positive relationships, to environmental arrangements, to specific teaching practices, to use of individualized interventions based on functional assessment.

#### **SEMESTER (Summer)**

- **EEC 3421 Early Childhood Math, Science, and Technology :** Students will learn to teach young children mathematics and science through processes of problem-solving, reasoning, communication, and inquiry. Students will explore the appropriate use of technology to amplify the learning environment and experience in preschool and the primary grades to develop digital citizens and computational thinkers.

#### **SEMESTER 7 (FALL)**

- **EEC 4XXX Internship in Early Childhood :** Field experience in pre-service early childhood education.

**RED 3309 Emergent Lit Beginning Reading Instruction:** Provides students with knowledge to support emergent literacy in young children and teaching beginning reading in the early primary grades. Designed to provide students with theoretical and practical knowledge and experiences that prepare them to teach in a variety of applicable educational settings.

**EEC 4XXX Integrated Social Studies, Humanities, and the Arts in ECE:** This course is designed to develop students' understanding of appropriate curriculum and instruction in social studies, humanities and arts for young children in preschool through grade 3, with an emphasis on integrated experiences

**EEC 4XXX Inclusive EC Curriculum, Teaching and Assessment II:** This course is designed to develop students' skills in implementing appropriate curriculum, teaching and assessment for young children in preschool through grade 3, across the developmental domains and academic disciplines. This course is the second in a two-course sequence.

#### **SEMESTER 8 (SPRING)**

**EEC 4XXX Internship in Early Childhood :** Field experience in pre-service early childhood education.

**EEC 4XXX Practicum in Early Literacy:** This practicum course provides students with an opportunity to practice and demonstrate competence in early literacy assessment, instruction, and intervention in an early childhood classroom setting. Students will apply their literacy knowledge and skills with PreK-3 students. The practicum will include both small-group and whole-class instruction.

**TSL 4324 ESOL Strategies for Content Area Teachers:** Overview of the issues relevant to ESOL learners and develops the skills to teach ESOL students in content area classes.

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352-392-2655 Fax

December, 2019

TO: University Curriculum Committee

FROM: Nancy Waldron, Associate Dean, College of Education  
Tara Mathien, Program Coordinator, Early Childhood Education

RE: New degree proposal – Bachelor of Arts in Education, Early Childhood Education major

The College of Education is proposing a new undergraduate degree/major in the College of Education, the Bachelor of Arts in Education, Early Childhood Education major. The proposed degree will prepare students for the Florida Department of Education’s PreK/Primary Educator professional certification, also known as the “age three to grade three” certification. The new degree/major will be 120 credit hours, and is designed as a cohort program to be completed in four years. In addition to teaching children age three to grade three, graduates of this program may also pursue careers as teaching coaches for early childhood programs or as child care program administrators. The proposed program also provides foundational preparation for further graduate studies relevant to the early childhood years, including child development and early intervention.

The College of Education presently has an early childhood teacher preparation program called the Unified Early Childhood (UEC) ProTeach program, which is a 5-year cohort program through which students earn a BA degree in Special Education and an M.Ed. in Early Childhood Education. The current UEC ProTeach program prepares students for two Florida Department of Education teacher certifications: PreK/Primary and Birth to 5. Enrollment in the UEC ProTeach program has experienced a steady decline in applicants in recent years, with fewer students staying to complete the 5<sup>th</sup>

year and graduate from the program. This decline in students interested in the teaching profession, is occurring across the nation but is particularly being noted in programs that require completion of a graduate degree. In order to respond to the current teacher shortage and need for highly qualified teachers entering the field sooner, the proposed Bachelors program in Early Childhood Education will replace the UEC ProTeach program.

In addition to preparation for PreK/Primary certification, the proposed program is designed to provide students Florida’s English for Speakers of Other Languages (ESOL) Endorsement and Florida’s Reading Endorsement, both of which are required by the State within a teacher’s first few years of teaching. With a basis in universal design and instructional practices for all learners, the program is designed to prepare students with the necessary content and skills to teach diverse children, with and without disabilities, within an inclusive environment. The program integrates knowledge and skills for working with children and families from culturally, linguistically, ability, and economically diverse backgrounds.

After completing General Education requirements in semesters 1 to 4, students are admitted to the program as Juniors and progress through the program in semesters 5 to 8. The program begins with foundational courses that build knowledge and skills related to core concepts for the field, including family relationships; typical and atypical child development; multicultural considerations; differentiating instruction to meet diverse needs; and

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historical, philosophical, theoretical and ethical foundations undergirding the field of Early Childhood Education. In subsequent semesters, students learn and apply skills and knowledge relevant to methods of instruction, assessment, and guiding children's learning and development. Field experiences occur in every semester of the junior and senior years, beginning with focused practicum in a variety of early childhood settings/classrooms and culminating in a 1 year internship placement. The new degree/major is intended to begin in Fall 2021 and will be offered on campus.

1. Course Number: EEC 3213
2. Title of Course: Language and Literacy Development in Early Childhood
3. Course Credit Hours: 3
4. Instructor Contact Information
  - Name: Holly Lane
  - Office Location: NRN 2-170
  - Email address and phone number: hlane@ufl.edu, 273-4273
  - Office hours: Wednesday, 2:00-5:00

5. Proposed Class Meeting Times: Thursdays 1:55-4:55

#### 6. Course Description

This course provides students with an understanding of the foundations of language and literacy development in young children, from age 3 to grade 3. The course includes a focus on the development of oral language, vocabulary, phonological awareness, and word reading skills.

#### 7. Course and Student Learning Objectives

By the end of this course, students will:

- Identify the principal components of oral and written language, including phonology, phonetics, morphology, semantics, syntax, pragmatics, orthography.
- Explain prominent theories of oral and written language development.
- Explain key components of reading, including phonological awareness, alphabet knowledge, print concepts, decoding, encoding, vocabulary, fluency, knowledge of text structures, content knowledge, and comprehension.
- Evaluate children's language and literacy development through assessments.
- Interpret assessment results to identify language and literacy needs.
- Design lessons to develop children's oral language and vocabulary by reading aloud and discussing books.

#### 8. Required and Recommended Textbooks and Other Readings and Materials

Texts:

Diamond, L., & Thorsnes, B. J. (2008). *CORE: Assessing reading multiple measures* (2<sup>nd</sup> ed.). Novato, CA: Arena.

Honig, B., Diamond, L. & Gutlohn, L. (2018). *CORE: Teaching Reading Sourcebook* (3<sup>rd</sup> ed.). Novato, CA: Arena.



## Articles and Chapters:

- Byrnes, J. P., & Wasik, B. A. (2019). *Language and literacy development: What educators need to know*. New York: Guilford.
- Hart, B., & Risley, T. R. (2003). The early catastrophe. *Education Review*, 17(1), 110-118.
- Henry, M. K. (2010). *Unlocking Literacy: Effective Decoding and Spelling Instruction* (2<sup>nd</sup> ed.). Baltimore, MD: Brookes.
- Horst, K. M., Stewart, L. H., & True, S. (2019). Joyful learning with stories: Making the most of read alouds. *Young Children*, 74(1), 14-21.
- Kelly, L. B., Ogden, M. K., & Moses, L. (2019). Collaborative Conversations: Speaking and Listening in the Primary Grades. *Young Children*, 74(1), 30-36.
- Lane, H. B., & Arriaza-Allen, S. (2010). The vocabulary-rich classroom: Modeling sophisticated word use to promote word consciousness and vocabulary growth. *The Reading Teacher*, 63, 362-370.
- Lane, H. B., & Wright, T. L. (2007). Maximizing the effectiveness of reading aloud. *The Reading Teacher*, 60(7), 668-675.
- Moats, L. C. (2010). *Speech to print: Language essentials for teachers*. Baltimore, MD: Brookes.
- Smith, M. W., Brady, J. P., & Clark-Chiarelli, N. (2008). User's Guide to the Early Language & Literacy Classroom Observation (ELLCO), K-3 Tool. *Education Review*.
- Wanless, S. B., & Crawford, P. A. (2016). Reading your way to a culturally responsive classroom. *Young Children*, 71(2), 8-15.

## 9. Course and University Policies

### 9a. Attendance, Make-Up Exams and Assignments

Requirements for class attendance and make-up exams, assignments, and other work in this course is consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

### 9b. Accommodations for Students with Disabilities

Students requesting accommodation for disabilities must first register with the Disability Resource Center - [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/). The DRC will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodations. Students should contact the DRC and complete this process as early as possible in the term for which they are seeking accommodations.

### 9c. UF Student Honor Code

UF students are bound by the Honor Pledge which states, "We, the members of the UF community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at

UF, the following pledge is either required or implied, “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

Those students adjudged to have committed a violation of the Academic Honesty Guidelines (e.g., cheating, plagiarism, bribery, misrepresentation, conspiracy, or fabrication) shall be subject to the sanctions listed in Paragraph XI of the Student Conduct Code. For additional information about the University of Florida Student Judicial Process or Academic Honesty Guidelines, contact the Office of Student Services, P202 Peabody Hall (phone 392-1261).

#### 9d. Online Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

#### 9e. Student Assistance and Emergencies

Health and Wellness U Matter, We Care: If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392- 1575 so that a team member can reach out to the student. Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx> , 392-1575; and the University Police Department: <http://www.police.ufl.edu/> or 392-1111 or 9-1-1 for emergencies. Sexual Assault Recovery Services (SARS) Student Health Care Center, 392-1161.

## 10. A weekly Course Schedule of Topics and Assignments

Week	Topic	Reading(s)	Assignment(s)
1	Language: Speaking, Listening, Reading, Writing	TRS pg. 2-18	
2	Language Acquisition and Development	Byrnes & Wasik (2019) Ch. 3	
3	Language and Literacy Environments—Home and School	Hart & Risley (2003) Access Center handout ELLCO	
4	Structure of English, History of Written Language	TRS pg. 22-48	Quiz
5	Oral Language Development	Kelly, Ogden, & Moses (2019)	Environment Assessment
6	Vocabulary Development	TRS pg. 407-442 Lane & Arriaza (2010)	
7	Children’s Literature & Methods for Reading Aloud	Lane & Wright (2007) Horst, Stewart, & True (2019) Wanless & Crawford (2016)	Vocabulary Assessment due
8	Conceptual Framework of Reading	Handout	Quiz
9	Theories of Reading Development (Adams, Ehri, Simple View of Reading, Schema Theory, Scarborough Rope)	Handout	Text Talk lesson plans due
10	Development of Word Reading	Ehri & Wilce (2008)	Quiz
11	Alphabet Knowledge, Concepts of Print, Handwriting	TRS pg. 69-77, 84-95	
12	Speech Sounds	Moats Ch. 2&3	LK, HW, PC Assessments due
13	Phonological Awareness Development	TRS pg. 116-127	Sounds Test
14	Decoding Development	TRS pg. 170-195 Henry Ch. 5 & 6	PA Assessment due
15	Spelling Development	Moats (2005/6) Joshi et al. (2008/9)	Decoding Assessment due Quiz
			Final Report due

11. Methods by which students will be evaluated (Class requirements, assessments, assignments) and their grade determined.

Assignment	Points or percentage	Points
Participation: Active participation in class is expected. Class discussion groups will constitute a large portion of the participation grade and will require completing readings and other assignment prior to class meeting time.	15 class periods @ 5 points each	75
Quizzes: Four quizzes will cover content from lectures, readings, and class activities	4 @ 50 points each	200
Literacy Environment Survey: Students will conduct an environmental survey of an early childhood classroom and submit a 2- to 3-page summary of their findings regarding the physical environment, classroom climate, and classroom interactions. Survey rubric and guidelines will be distributed in class.	25	25
Read Aloud Sessions: Students will plan and implement two read aloud lessons with groups of children in an early childhood classroom, using evidence-based methods described in class (i.e., text talk, CAR/dialogic reading, and print referencing). Lessons will follow the template provided in class. Each lesson will be accompanied by a reflection about the lesson, including what went well and what could be improved. Identification of children will be discussed in class.	2 @ 25 points each	50
Literacy Assessments: Students will conduct assessments on key areas of literacy development (i.e., vocabulary, letter knowledge, print concepts, handwriting, phonological awareness, decoding, and encoding), using appropriate methods for administration and recording of results. Assessment rubric and guidelines will be distributed in class.	4 @ 25 points each	100
Final Assessment Report: Students will interpret reading assessment data, compare to benchmarks for grade level expectations, and identify student needs. Students will include instructional goals and measurable objectives. Report rubric and guidelines will be distributed in class.	50 points	50
	Total	500

## 12. Course Grading Scale

Grades are computed by totaling the number of points received on each assignment. Letter grades are assigned based on the total number of points	470 - 500 = A	390 - 399 = C+
	450 - 469 = A-	370 - 389 = C
	440 - 449 = B+	320 - 369 = D

received. Late assignments are worth a maximum of half the total points available.

420 - 439 = B  
400 - 419 = B-

Below 320 = E