

**Course Title:** Language Arts, Literacy & Creative Arts - Curriculum & Assessment

**Course # :** EC 322

**Credit Hours :** 4

**Catalog Description:** This course focuses on: the study of principles, methods, and materials for teaching young children language and literacy through a play-based integrated curriculum; planning, implementing, and evaluating of developmentally appropriate activities for young children in the creative areas of art, music, movement, and play; the integration of language arts, literacy and creative arts; and the evaluation and documentation of learning in language arts, literacy and the creative arts.

**Prerequisites:** Completion of EC 320

**Instructor:** Sandra Alber Ed.D.

**Semester:** TBA

**Class Location:** TBA

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### **Course Learning Outcomes**

1. Define literacy and emergent literacy and identify the elements of emergent literacy
2. Describe the teacher's role in promoting emergent literacy
3. Summarize brain development as it relates to emergent literacy and the arts
4. Compare and contrast theories of early literacy development
5. Discuss the interrelated nature of reading, writing, speaking and listening
6. Create literacy environments for children
7. Select and share appropriate literature with children
8. Define creativity, visual arts, performing arts
9. Examine relevant Michigan Benchmarks and Standards in language, literacy and the arts
10. Support young children's development of a sense of rhythm through the use of appropriate songs, games, and movement
11. Support young children's creative expression by exploring various developmentally appropriate media
12. Understand role of visual and performing arts (music, theatre, movement & dance) in development of language, literacy and artistic expression and development
13. Understand the role of play in learning language, literacy and the arts
14. Analyze literacy and arts materials and assessment tools for cultural bias
15. Discuss strategies for adapting literacy and arts materials and strategies for children with special needs

16. Explain how the teacher can integrate the children's culture into meaningful literacy and arts experiences
17. Demonstrate how evaluation and documentation of learning in literacy and the arts can be used to promote developmentally appropriate learning activities and support communication with families
18. Discuss how to integrate technology into the literacy and arts curriculums
19. Develop a professional beliefs statement about literacy and arts in early learning

**Required Textbooks:**

Edwards, L. (2002). *The creative arts: a process for teachers and children (3<sup>rd</sup> Edition)*. Upper Saddle River, NJ: Merrill-Prentice

Morrow, L.M. (2005). *Literacy development in the early years*. Boston: Allyn & Bacon.

**Recommended Textbooks:**

Cunningham, P.M. & Allington, R.L. (1999). *Classrooms that work: they can all read and write*. New York: Longman. 1999

Freeman, Y. S. & D. Freeman. (1998). *ESL/EFL teaching principles for success*. Portsmouth, NH: Heinemann

**Course Outline by Topic:**

- Ready to learn – brain development, literacy & arts
- Emergent literacy
- Creativity, visual and performing arts
- Importance of play, music, movement & creative arts
- Appropriate environments, materials and activities for promoting language, literacy and creative arts
- Documentation, evaluation, planning loop in learning literacy and arts
- Michigan Standards for language arts, literacy and arts
- Meeting special needs
- Culture, literacy and the arts
- Technology in the language arts, literacy and arts
- Communicating with and supporting families in promoting literacy and arts learning

**Methods of instruction:**

- Lecture
- Discussions – in class & on line
- Small group
- Experiential learning activities
- Applied field experiences

**Assignments:**

- Observations of Children

- Test (s)
- Journal Articles
- Short papers 3-5 pages
- Belief Statement
- Design projects
- Applied projects with children

### **Alignment of Objectives to Assignments**

Objective	Assignment
1. Define literacy and emergent literacy and identify the elements of emergent literacy	Test – multiple choice, short answers & essay format
2. Describe the teacher's role in promoting emergent literacy	Test – multiple choice, short answers & essay format
3. Summarize brain development as it relates to emergent literacy and the arts	Short Paper – using 4 or more research articles and class lectures notes write a short paper on brain development & relationship to literacy and the arts
4. Compare and contrast theories of early literacy development	Test – multiple choice, short answers & essay format
5. Discuss the interrelated nature of reading, writing, speaking and listening	Test – multiple choice, short answers & essay format
6. Create literacy environments for children	Design a floor plan of an appropriate literacy environment for young children
7. Select and share appropriate literature with children	Chose and share appropriate piece of literature for young children in different genres. Report form will be provided
8. Define creativity, visual arts, performing arts	Test
9. Examine relevant Michigan Benchmarks and Standards in language, literacy and the arts	Read & Study Michigan Standards & Benchmarks in emergent literacy and the arts and write a short paper on how they relate to appropriate practice
10. Support young children's	Create a lesson plan to support young

development of a sense of rhythm through the use of appropriate songs, games, and movement	children's sense of rhythm. Use appropriate songs, games and movement experiences. Write a short paper documenting, critiquing one child's outcomes and discuss what adjustments you would make
11. Support young children's creative expression by exploring various developmentally appropriate media	Create a lesson plan to support young children's creative expression. Take observational notes and write a short critique of your lesson
12. Understand role of visual and performing arts (music, theatre, movement & dance) in development of language, literacy and artistic expression and development	Test – multiple choice, short answers & essay format
13. Understand the role of play in learning language, literacy and the arts	Read & create an anecdotal bibliography of 5 articles on the role of play in literacy and the arts
14. Analyze literacy and arts materials and assessment tools for cultural bias	Select one material and one assessment tool related to literacy and one to the arts and critique the items for cultural bias using criteria presented in class
15. Discuss strategies for adapting literacy and arts materials and strategies for children with special needs	Read & create an anecdotal bibliography of articles on the adapting literacy and arts materials for children with special needs
16. Explain how the teacher can integrate the children's culture into meaningful literacy and arts experiences	Test – multiple choice, short answers & essay format
17. Demonstrate how evaluation and documentation of learning in literacy and the arts can be used to promote developmentally appropriate learning activities and support communication with families	Share a summary of child observations with an adult family member. Write a brief summary of your session and your reflections
18. Discuss how to integrate	Test – multiple choice, short answers &

technology into the literacy and arts curriculums	essay format
19. Develop beliefs statement about literacy and arts in early learning	<p>Belief statement about literacy in early learning</p> <p>Belief statement about the arts in early learning</p>

### **Academic Conduct Policy**

Students are expected to submit assignments that conform to university policies governing dishonesty and misconduct (see the “Academic Conduct Policy” in the Undergraduate Catalog) Academic Honesty: Cheating and plagiarism are considered serious at Oakland University. All allegations of academic misconduct will be reported to the Dean of Students and, thereafter, to the Academic Conduct Committee for adjudication. Anyone found guilty of cheating in this course will receive a course grade of 0.0, in addition to any penalty assigned by the Academic Conduct Committee. Please refer to the 2009-2010 Oakland University Undergraduate Catalog to read the full Academic Conduct Policy

### **Grading Scale**

<u>Grade %</u>	<u>Grade %</u>	<u>Grade %</u>
4.0 99-100	3.5 89-90	3.0 79-80
3.9 97-98	3.4 87-88	2.9 77-78
3.8 95-96	3.3 85-86	2.8 75-76
3.7 93-94	3.2 83-84	2.7 74
3.6 91-92	3.1 81-82	To <74