



# CCD 221

COURSE SYLLABUS — FALL 2006

**Instructor:**

Lisa Adams  
Elizabeth Grace

**Section:**

140310

**Meeting Days/Times:**

Saturday  
9:00 – 11:54 a.m.

**Room:**

MC 125

**Instructor's Office:**

MC 130 – E.Grace

**Instructor's Office Hours:**

Tuesday  
3:00 – 6:00 pm E.Grace  
Thursday  
1:00 – 3:00 pm E.Grace

By appointment, L. Adams

**Instructor's Office Phone:**

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**Instructor's E-mail:**

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**Note:**

*It is the policy of Schoolcraft College that no person shall, on the basis of race, color, national origin, gender, age, marital status, creed, or handicap, be excluded from participating in, be denied benefits of, or be subjected to discrimination during any program or activity or in employment.*

**Course:**

CCD 221 – Early Literacy and Numerical Thinking  
(3-0) 3 Credit Hours

**Text:**

*Scaffolding Emergent Literacy: A Child Centered Approach for Preschool through Grade 5*, Soderman, Gregory, & O'Neill; Allyn & Bacon

*Experiences In Math For Young Children*, Charlesworth, Rosalind; Delmar, 5<sup>th</sup> edition

**Additional Items Needed:**

Scissors, markers, and glue

**Catalog Description:**

This course explores literacy and numerical thinking in early childhood. An emphasis will be placed on constructivist and sociolinguistic views of learning. Experiential exercises and reading will provide students with opportunities to plan developmentally appropriate learning activities, to record observations of children, and to generate developmental analyses that support literacy and numerical thinking development.

**Prerequisite or Corequisite:**

CCD 101 Preschool Child Care

**Course Objectives:**

Upon successful completion of the course, the student should be able to:

1. Understand the developmental nature of literacy learning.
2. Incorporate technological tools into literacy instruction.
3. Understand the value of classroom organization to promote literacy instruction.
4. Use observation to access how children use mathematical concepts during their daily activities.
5. Implement developmentally appropriate problem solving assessment and instruction.
6. Use dramatic play and thematic units and projects as settings for mathematical problem solving, social learning, and language learning.
7. Involve children's families and the community in literacy and math development.

**Method of Instruction:**

Any combination or all of the following: lecture, computer screen-projection, demonstrations, hands-on class projects, recitation, frequent quizzing, group work, video tapes, case studies, field trips, other projects.

**Faculty/Student Responsibilities:**

1. As a college student, you are expected to schedule at least two hours of study time outside of class for **each** hour the class meets.
2. Questions related to homework will be answered at each session.
3. Each student is responsible for reading the text and **not** relying entirely on the instructor presenting every detail.
4. If help is needed in completing an assignment, the student must show the attempted work when seeking help. Student is encouraged to contact the instructor during posted office hours or by special appointment.
5. Any dishonesty involved with homework, projects, or exams will result in a grade of zero.
6. Assignments will be graded and returned to students within two weeks.
7. The student may not always be able to complete lab assignments during the scheduled class session. Therefore, extra time outside of class must be allowed in order to complete these assignments.
8. Regular reading of text assignments and participation in class discussion is required. The dates assignments are due are listed in the syllabus. Late assignments will not be accepted. Assignments will be returned to you within two weeks.
9. Plagiarism is to take and use ideas, passages, concepts, etc., from another's work and use/represent them as one's own. Plagiarism is unacceptable and cause for zero credit on the entire assignment and/or course and potential expulsion from Schoolcraft College. Students may not recycle, reuse, and resubmit their own work or that of others from other courses, assignments and/or work projects.

**Testing/Evaluation:**

*Criteria for grading will be as follows:*

Match Across the Curriculum	25% of grade
Children's Book (Math)	20% of grade
Literacy Project	10% of grade
Literacy Enhancement Project/Treasure Chest	25% of grade
*Final Exam	<u>20% of grade</u>

**100% of grade**

\* Final exam must be taken for student to be eligible to earn credit for the course.

**Grading Scale:**

<b>Excellent</b>	95-100	4.0	<b>Average</b>	79	2.4
	94	3.9		78	2.3
	93	3.8		77	2.2
	92	3.7		76	2.1
	91	3.6		75	2.0
<b>Very Good</b>	90	3.5	<b>Below Average</b>	74	1.9
	89	3.4		73	1.8
	88	3.3		72	1.7
	87	3.2		71	1.6
	86	3.1		70	1.5
<b>Good</b>	85	3.0	<b>Poor</b>	69	1.4
	84	2.9		68	1.3
	83	2.8		67	1.2
	82	2.7		66	1.1
	81	2.6		65	1.0
<b>Above Average</b>	80	2.5	<b>Unacceptable</b>	64 & Below	0.0

*Students who do not officially withdraw from this course or have a score that falls in the unacceptable range may receive a final grade of 0.0.*

### Portfolio Selection Assignments:

For students in the Child and Family Services Program a portfolio that demonstrates your work and competencies in the field of early childhood education or special needs education is required in Practicum Two. Throughout your coursework at Schoolcraft College you are encouraged to retain copies of your work. When you are ready to compile your portfolio demonstrating your work and competencies you will be encouraged to select the best of your work samples to include in the portfolio. For CCD 221 your Math Book and Literacy Enhancement Assignment/Treasure Chest are assignments you are encouraged to include in your portfolio.

### Attendance Policy:

- Attendance is taken daily and will be reported to the Registrar's Office for State and Federal Report purposes.
- Classes canceled on a one-time basis during the semester due to instructor illness, etc. will be listed on the Schoolcraft Web Page. Students may click on [www.schoolcraft.edu](http://www.schoolcraft.edu) and select "Classes Not Held Today" for more information.
- For College closings due to weather or other emergencies, listen to major area radio or TV stations for updates.
- Find a "study partner" and exchange phone numbers with at least two other students for class information if you are absent.

<i>Name</i>	<i>Phone Number</i>	<i>Best Time to Call</i>
_____	_____	_____
_____	_____	_____

### Additional Services:

1. The Learning Assistance Center may have tutors for this course. The LAC is located Bradner Library. The direct number is (734) 462-4436.
2. The general (open) computer lab for student use is located in MC 100 (lower level of the McDowell Center). This lab is available for students to complete homework assignments and is open daily and on weekends. The hours this computer lab is open are posted in MC 100.
3. Lab technicians are available in MC 100 to help you with hardware or system problems in the labs. They are not tutors for various software packages.
4. Food and drink **are not allowed in any computer labs**. Additional policies may be posted in MC 100.

### Classroom Etiquette:

For your benefit and for the benefit of your classmates—

- At all times be considerate to your classmates and to your instructor.
- **No food or beverage is allowed in any computer classroom.**
- Come to class **on time**, ready to ask questions about previous lessons/assignments.
- Ask pertinent questions; contribute to discussions; avoid "private" conversations that distract the instructor and other students.
- Remember that the faculty is the one to end the class — do not prepare to leave early.
- **Cell phones and pagers should be turned off while in class.**

### Keys to Success:

- Have a positive attitude about learning and the class.
- Attend all class sessions and be punctual.
- **Read the textbook and the handouts before the session and again after.**
- Do your own lab projects. Work with your "study partner." Ask for help when needed.
- Don't expect to understand every topic the first time it is presented; review often; spend as much time as necessary to master the material.

- Enjoy the class!

### Additional Student Responsibilities:

1. The student is responsible for all announcements and material presented in class, for completion of all homework and lab assignments, and for actively participating in the learning process.
2. The student is responsible for informing the instructor about any health conditions which might create a classroom emergency (i.e., seizure disorders, diabetes, heart conditions).
3. The student is responsible for discussing with the instructor any needs for test taking or other accommodations. The instructor must have received notification from the Learning Assistance Center.

### Additional Suggested Readings:

1. *Learning to Read and Write: Developmentally Appropriate Practices for Young Children*, by Neuman, Copple, and Bredekamp, NAEYC, 1999.
2. *Access for All: Closing the Gap for Children in Early Education*, by Neuman, Celano, Greco, and Shue, International Reading Association, 2002.

### Important Dates:

<b>Last Day to Withdraw:</b>	<u>November 7, 2006</u>
<b>No Class Meetings:</b>	<u>November 25, 2006</u>
<b>Winter Term Registration:</b>	<u>November 6, 2006</u>
<b>Winter Term Begins:</b>	<u>January 13, 2007</u>

### Sequence of Instruction:

**Please Note:** While we will diligently try to keep this schedule, it must be remembered that each class is unique and some material may be covered more quickly or more slowly. Therefore, dates must be considered approximate.

<b>Week 1</b>	<b>9/2/06</b> Introduction to Course Language, Literacy, and Mathematic Core Competencies Introduced
<b>Week 2</b>	<b>9/9/06</b> <b>Section I: Concept Development in Mathematics pgs. 2 – 56</b> <ul style="list-style-type: none"> <li>• Unit 1 How Concepts Develop in Mathematics</li> <li>• Unit 2 How Concepts are Acquired</li> <li>• Unit 3 Promoting Young Children’s Concept Development Through Problem Solving</li> <li>• Unit 4 Assessing the Child’s Developmental Level</li> </ul> <b>Core Competency:</b> <i>Recognizes that numbers and operations play a role in math proficiency</i>
<b>Week 3</b>	<b>9/16/06</b> <b>Section II: Fundamental Concepts and Skills pgs. 52 – 150</b> <ul style="list-style-type: none"> <li>• Unit 5 One-to-One Correspondence</li> <li>• Unit 6 Number Sense and Counting</li> <li>• Unit 7 Logic and Classifying</li> <li>• Unit 8 Comparing</li> <li>• Unit 9 Early Geometry: Shape</li> <li>• Unit 10 Early Geometry: Spatial Sense</li> <li>• Unit 11 Parts and Wholes</li> <li>• Unit 12 Language and Concept Formation</li> </ul>

**Core Competency:** *Recognizes the importance of children's ability to describe and focus on the attributes of various shapes and forms*

**Week 4** 9/23/06

**Section III: Applying Fundamental Concepts, Attitudes, and Skills pgs. 136-202**

- Unit 13 Ordering, Seriation, and Patterning
- Unit 14 Measurement: Volume, Weight, Length, and Temperature
- Unit 15 Measurement: Time
- Unit 16 Interpreting Data Using Graphs
- Unit 17 Integrating the Curriculum Through Dramatic Play and Thematic Units and Projects

**Core Competency:** *Recognizes the importance of children's ability to use math for practical applications*

**Week 5** 09/30/06

Sharing Math Project in Class

**Math Projects Due**

**Week 6** 10/7/06

**Section IV: Symbols and Higher-Level Activities pgs. 215-255**

- Unit 18 Symbols
- Unit 19 Groups and Symbols
- Unit 20 Higher-Level Activities and Concepts

**Core Competency:** *Recognizes the importance of noticing patterns*

**Week 7** 10/14/06

**Section VI: The Math Environment pgs. 357-392**

- Unit 27 Materials and Resources for Math
- Unit 28 Math in Action
- Unit 29 Math in the Home

**Week 8** 10/21/06

**Appendices pgs. 394-436**

- Appendix A Developmental Assessment Tasks
- Appendix B Children's Books with Math Concepts

**Children's Center Lab School Visit – Mathematical Environment Review**

**Read Children's Books in Class**

**Children's Books Due**

**Week 9** 10/28/06

**Literacy in Young Children & Literacy Processes**

Chapter 1 & 2 (Soderman, Gregory, & O'Neill)

- Components of Literacy
- Antecedents in Developing Literacy
- Theoretical Perspectives
- Philosophies & Definitions

**Core Competency:** *Oral language comprehension*

**Week 10** 11/04/06

**Organizing for Literacy**

Chapter 3 (Soderman, Gregory, & O'Neill)

- The Classroom Environment
- Materials
- Structuring Time

**Core Competency:** *Role of phonological awareness*

**Week 11** 11/11/06

**Emergent Literacy**

Chapter 4 (Soderman, Gregory, & O'Neill)

- Emerging Behaviors
- Stages of Development
- Supporting Emerging Literacy

**Core Competency:** *Recognizes the importance of print conventions, letter knowledge, and the alphabetic principle*

**Week 12** 11/18/06

**Documenting Skills and Competencies**

Chapters 7 & 8 (Soderman, Gregory, & O'Neill)

- Assessment and Evaluation
- Records
- Self-Evaluation by the Child
- Portfolios
- Documentation
- Conferencing

**Core Competency:** *Formal and informal literacy assessments*

**Week 13** 12/2/06

**Literacy Projects Due**

**Core Competency:** *Linking literacy activities with other aspects of the curriculum*

**Week 14** 12/9/06

**Family and Community Involvement**

Handouts & Reading Materials Distributed by Instructor

- Family-School Collaboration
- Sharing Literacy Projects

**Core Competency:** *Recognize parents as first early language and literacy teachers*

**Week 15** 12/16/06

- Parent Communication
- Utilizing the Community

Book Discussion

Final Exam

**Core Competency:** *Strategies for working with second language learners*

**Course Conclusion**

Course Evaluations

## Literacy Enhancement Assignment/Treasure Chest

Select one children's book appropriate for preschoolers. Your book must be brought to class prior to beginning the assignment for approval by the instructor.

### ***Book Selection Criteria:***

- ≈ The book must have a copyright date of 2000 or later.
- ≈ The book must be book you are NOT familiar with.
- ≈ The book must be from an author that you are NOT familiar with.
- ≈ The book must be non-biased in all aspects.
- ≈ The book must be brought to class prior to starting the assignment and approved by the instructor. Each student must select a different book – no duplication of books.

Students are to create a literacy enhancement treasure chest for the approved book selection. Within the treasure chest, students will have six literacy activities that support the book. The activities should be interesting, fun, creative, and must be developmentally appropriate. The activities could range from a small group activity, art/music activity, math activity, outdoor activity... the possibilities are limitless! Students will include all materials, including written information for each of their six activities, along with their books in their treasure chests. Treasure chests are to be attractive and inviting, causing someone to want to peek inside and see the treasures! Treasure boxes will be presented in class on assigned dates. Be creative!

### ***Written Documentation Requirements:***

- ≈ Name of student
- ≈ Name of book
- ≈ Author of book
- ≈ Copyright of book
- ≈ Materials list
- ≈ Name of activities
- ≈ Procedure of activities
- ≈ One or two-page paper on how activities are intended to enhance literacy — be specific. Students need to incorporate course terms and concepts into descriptions.

**Date Due:** *based on student sign-up sheet*

**25% of grade**

## Math Across the Curriculum

You are to choose one structured learning experience from Sections 2, 3 or 4 in your text. Create materials to carry out the activity as written in the text or you may adapt it as you see fit. Follow the format in the book.

***You must submit a typed: objective, list of materials needed, activity explanation and follow up plan.***

Bring the materials needed to conduct your activity. Be prepared to explain your activity, show your materials, and share the results of your observations.

**Date Due: 09/30/06**

**25% of grade**

## Literacy Project

*(Option One or Option Two) You are required to select one literacy project from the options below:*

### **OPTION 1:**

**Document the development of literacy concepts and skills through a standard classroom routine.**

Literacy occurs throughout the day in every classroom. Select a basic routine of the day in a classroom (preschool or kindergarten) and develop strategies for incorporating literacy (not using a book for this assignment) into the routine. Consider transition times, meal/ snack times, outdoor play, arrival and departure times, etc. You will write a detailed description of the strategy, including purpose/ rationale, materials needed (if any), environmental considerations, directions for the activity, preparation, and implementation notes.

### **OPTION 2:**

Enhance the classroom environment to promote children's literacy development. Select an area of the classroom you feel could be improved to further enhance literacy. Changes could include adding materials, making materials more accessible to children, rearranging furniture, displaying children's work, adding labels, etc. ***Write the intended goals for this change, a general description, and take "before" and "after" photos so we can see the changes you made! Be prepared to share your projects in class.***

**Date Due: 12/2/06**

**10% of grade**

## Children's Book

Create a children's book based on a mathematical concept. Your book should be written for preschool children. You will read your book to the class on the day it is due. Your book should be attractive and durable.

**Date Due: 10/21/06**

**20% of grade**



