

Submit originals (including syllabus) and one copy and electronic copy to the **Faculty Senate Office**
See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL
Attach a syllabus, except if dropping a course.

SUBMITTED BY:

Department	Department of Social and Human Development	College/School	CRCD
Prepared by	Veronica Plumb	Phone	455-2038
Email Contact	vmplumb@alaska.edu	Faculty Contact	Veronica Plumb

1. COURSE IDENTIFICATION: As the course now exists.

Dept	ECE	Course #	421	No. of Credits	3
------	-----	----------	-----	----------------	---

COURSE TITLE	From Babbling to Talking to Early Literacy
--------------	--

2. ACTION DESIRED: Changes to be made to the existing course.

Change Course	<input type="checkbox"/>	If Change, indicate below what change.	Drop Course	<input type="checkbox"/>
---------------	--------------------------	--	-------------	--------------------------

NUMBER	<input type="checkbox"/>	TITLE	<input type="checkbox"/>	DESCRIPTION	<input type="checkbox"/>
PREREQUISITES	X			FREQUENCY OF OFFERING	<input type="checkbox"/>
CREDITS (including credit distribution)	X			COURSE CLASSIFICATION	<input type="checkbox"/>
CROSS-LISTED	No	Dept.	<input type="checkbox"/>	(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)	
STACKED (400/600) Include syllabi.	No	Dept.	<input type="checkbox"/>	Course #	<input type="checkbox"/>
OTHER (please					

3. COURSE FORMAT

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council and the appropriate Faculty Senate curriculum committee. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT: (check <u>all</u> that apply)	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input checked="" type="checkbox"/>	6 weeks to full semester
OTHER FORMAT (specify all that apply)												
Mode of delivery (specify lecture, field trips, labs, etc)	Lecture/Practica											

4. COURSE CLASSIFICATIONS: (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

H = Humanities	<input type="checkbox"/>	S = Social Sciences	<input type="checkbox"/>
----------------	--------------------------	---------------------	--------------------------

Will this course be used to fulfill a requirement for the baccalaureate core?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>	X	<input type="checkbox"/>
---	-----	--------------------------	----	--------------------------	---	--------------------------

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6 also submitted	<input type="checkbox"/>	W = Writing Intensive, Format 7 submitted	<input type="checkbox"/>	Natural Science, Format 8 submitted	<input type="checkbox"/>
---	--------------------------	---	--------------------------	-------------------------------------	--------------------------

5. **COURSE REPEATABILITY:**

Is this course repeatable for credit?	YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
---------------------------------------	-----	--------------------------	----	-------------------------------------

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

N/A

How many times may the course be repeated for credit? TIMES

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course? CREDITS

6. **CURRENT CATALOG DESCRIPTION AS IT APPEARS IN THE CATALOG: including dept., number, title and credits**

ECE F421 From Babbling to Talking to Early Literacy (3)

Offered As Demand Warrants

This course provides the opportunity for exploration and understanding of infant-toddler beginning language and early literacy development as it reflects on research from multiple fields. Looks at the importance of oral language development and early explorations with literacy while considering principles and practices that provide support for families and culture. Prerequisite: ECE 104, ENGL F211X or ENGL F213X, Upper division standing. (3+0)

7. **COMPLETE CATALOG DESCRIPTION AS IT WILL APPEAR WITH THESE CHANGES: (Underline new wording ~~strike through old wording~~ and use complete catalog format including dept., number, title, credits and cross-listed and stacked.) PLEASE SUBMIT NEW COURSE SYLLABUS. For stacked courses the syllabus must clearly indicate differences in required work and evaluation for students at different levels.**

ECE F421 From Babbling to Talking to Early Literacy (3)

~~Offered Spring~~ As Demand Warrants

This course provides the opportunity for exploration and understanding of infant-toddler beginning language and early literacy development as it reflects on research from multiple fields. Looks at the importance of oral language development and early explorations with literacy while considering principles and practices that provide support for families and culture. Prerequisite: ECE 220, ENGL 111X, ENGL F211X or ENGL F213X. ~~Recommended: ECE F104 or ECE F245 or other early development course. (3+0) (2.5 +0+1.5)~~

8. **IS THIS COURSE CURRENTLY CROSS-LISTED?**

YES/NO If Yes, DEPT NUMBER

(Requires written notification of each department and dean involved. Attach a copy of written notification.)

9. **GRADING SYSTEM: Specify only one**

LETTER: PASS/FAIL:

10. **ESTIMATED IMPACT**

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

The changes for this course should have no additional impact on facilities, budget, or space

11. **LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

12. **IMPACTS ON PROGRAMS/DEPTS:**

What programs/departments will be affected by this proposed action? Include information on the Programs/Departments contacted (e.g., email, memo)

No program or department impact

13. **POSITIVE AND NEGATIVE IMPACTS**

Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.

No positive or negative impacts aside from the CDFS program being able to facilitate the course in a better way.

JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

The CDFS program has been looking carefully at the courses provided and is currently involved in a major program change that will promote better opportunity for student success. The change will provide opportunity for students to successfully learn and apply the material in alternate ways.

See signatures attached.

APPROVALS: (Additional signature blocks may be added as necessary.)

	Date	
Signature, Chair, Program/Department of:		
	Date	
Signature, Chair, College/School Curriculum Council for:		
	Date	
Signature, Dean, College/School of:		
	Date	
Signature of Provost (if applicable)		

Offerings above the level of approved programs must be approved in advance by the Provost.

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.

	Date	
Signature, Chair, UAF Faculty Senate Curriculum Review Committee		

No changes with negative impacts. Positive impacts will be correct distribution of credits in relation to contact and field practice expectations.

JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

With the program changes taking place, the CDFS program faculty and staff have carefully looked at the courses currently provided within the program. ECE 420 W has been consistently taught with field experience/practa assignments. Thorough review of this activity, it has been decided that the field experience piece has been a very valuable addition for the students as they construct their own understandings and skill development.

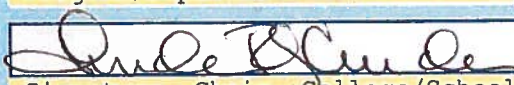
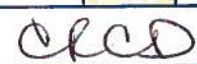
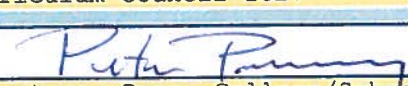

ECE 420W is also a writing intensive, most assignments are completed through writing activities with the course being facilitated through lecture, readings, written responses and a final research paper where students do further research a specific topic that has been discussed within the course content. Continued opportunity for facilitation of skills learned will take place within ECE 472 *Clinical Practice: Class management*, one of two capstones for the *Curriculum and Teaching* concentration.

The requirements for pre-requisites and recommendations have been changed to fit the new program structure of classes for the ECE AAS and CDFS BA programs.

ECE 420W has been a popular class with school teachers completing recency credits to renew a professional certificate. With this in mind, requirements for ECE 310 and ECE 360 have been stated as recommendations with this proposal, allowing ease of registration for others that may be interested in the course from outside of the CDFS program.

ECE 420 may be taught within a 10-week or traditional 15-week semester schedule. The attached syllabus demonstrates a 10-week schedule.

APPROVALS:

		Date	
Signature, Chair, Program/Department of:			
		Date	10/29/11
Signature, Chair, College/School Curriculum Council for:			
		Date	11/3/11
Signature, Dean, College/School of:			
		Date	
Signature of Provost (if applicable)			
Offerings above the level of approved programs must be approved in advance by the Provost.			

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.

		Date	
Signature, Chair, UAF Faculty Senate Curriculum Review Committee			

The CDFS program has been looking carefully at the courses provided and is currently involved in a major program change that will promote better opportunity for student success. The change will provide opportunity for students to successfully learn and apply the material in alternate ways.

APPROVALS:

Veronica Hume		Date	9/14/11
Signature, Chair, Program/Department of:		Child Dev & Fam Studies	
		Date	
Signature, Chair, College/School Curriculum Council for:			
		Date	
Signature, Dean, College/School of:			
		Date	
Signature of Provost (if applicable)			

Offerings above the level of approved programs must be approved in advance by the Provost.

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.

		Date	
Signature, Chair, UAF Faculty Senate Curriculum Review Committee			

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

		Date	
Signature, Chair, Program/Department of:			
		Date	
Signature, Chair, College/School Curriculum Council for:			
		Date	
Signature, Dean, College/School of:			

A.

UNIVERSITY OF ALASKA FAIRBANKS
College of Rural and Community Development
Child Development and Family Studies (CDFS)

B.

C. DRAFT Course Syllabus

D.

Course Title: From Babbling to Talking to Early Literacy

Credits: 3 (2.5 +0+1.5)

Prerequisites: ECE 220, Engl 111X, Engl 211X or 213X,

E. Instructor: Cameron Young

Phone: TBA

E-mail: TBA

Office or Contact hours: Instructor will post office hours for students at first class.

Location: Distance Delivered possibly in conjunction with local Fairbanks site.

Dates: Spring 2012

Times: Tuesday & Thursday TBA

Over the course of 11 weeks, ECE 421 will meet 10 times for 3 hours each. There will be an additional 20 hours of field experience completed relating to language and literacy development of infants and toddlers.

Text :

Required

Rosenkoetter, S.E., Knapp-Philo, J. (2006). *Learning to read the world: Language and literacy in the first three years*. WA D.C. Zero to Three Press
ISBN-13: 978-0943657868

Birckmayer, J., Kennedy, A., & Stonehouse, A. (2008). *From Lullabies to Literature: Stories in the lives of infants and toddlers*. WA D.C. National Association for the Education of Young Children
ISBN-13: 978-1928896524

Course Description:

This course provides the opportunity for exploration of infant-toddler beginning language and early literacy development as it considers research from multiple fields. Looks at the importance of oral language development and early explorations with literacy while considering principles and practices that provide support of families and culture.

ECE 421 is required for the Child Development and Family Studies BA program within the Infant and Toddler concentration.

Course Goal:

To develop understanding of early language and literacy needs as well as provide appropriate strategies for working with children and adults around early literacy development.

Student Learning Objectives/Outcomes:

Upon completion of this course, students will be able to:

- a. Articulate the developmental foundations for language and literacy birth to 3 years of age.
- b. Describe how relationships lead to early language and literacy development
- c. Outline strategies for engaging families knowledge that will lead to age-appropriate early language and literacy development
- d. Explain how to develop settings that encourage literacy development for infants and toddlers.
- e. Considerations and articulation for careful development of appropriate literacy materials for infants and toddlers.

NAEYC Standards addressed in this course:

Standard 1: Promoting child development and learning

Key elements

- 1a: Knowing and understanding young children's characteristics and needs
- 1b: Knowing and understanding the multiple influences on development and learning
- 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.

Standard 2: Building family and community relationships

- 2a: Knowing about and understanding family and community characteristics
- 2b: Supporting and empowering families and communities through respectful, reciprocal relationships
- 2c: Involving families and communities in their children's development and learning

Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families

Key elements:

- 4a: Understanding positive relationships and supportive interactions as the foundation of their work with children
- 4b: Knowing and understanding effective strategies and tools for early education
- 4d: Reflecting on their own practice to promote positive outcomes for each child

Instructional Methods:

The method of instruction will be a combination of reading assignments, Blackboard, audio conferencing. Various homework assignments and 20 hours of field experience.

Requirements and Assignments:**Guidelines for written assignments:**

Upper Division writing and critical analysis skills are required for this course.

Written assignments and projects are to be formatted using APA and typed. Font size should be **10 – 12**, depending on the type of font. Spacing between lines should be **2.0**. Black ink on white paper is strongly preferred. Color graphics are acceptable, but not necessary.

Homework: There are 5 assignments specific to infants and toddlers. These assignments are described below.

It's all about relationships; let's start with your student peers....

Familiarize yourself with the Blackboard site.

The first discussion forum is to share information about your site. Please place your first posting under the forum titled introductions.

Also, create a contact with your preferred email and other contact information. Hint you can also attach a current image of yourself so we each have a fact that goes with the audio voice. (50 pts)

Making literacy materials:

For this activity you will need to design and create a book for each of the three ages within the infant and toddler spectrum.

Write a reflection describing the reasons why you chose the specific design of books for each of the ages.

Detail guidelines will be provided on the course Blackboard site.

(Course obj. a, b, c) (NAEYC standards 1.c, 4.b, 4.d, 5.c) (100 pts)

Parent Training:

Develop a 1-hour training designed around parent needs for understanding of developmentally appropriate expectations and strategies for language and literacy development. Attention to cultural backgrounds of specified audience will be part of training.

Though not mandatory, this could be an interesting addition to your final curriculum project as you work with parents.

(Course obj. a, c and e) (NAEYC standards 1.a, 2.a, 2.b) (50 pts)

Make a Commercial:

Each student will use their knowledge and understanding of early language and literacy development to develop and record (on video) a 2 – 3 minute synopsis of how early literacy and language is important to the first three years of life.

Commercial videos will be posted on the Bb site and viewed by all class peers.

Guidelines for ideas will be placed on the course Blackboard site.

(Course Obj a, b) (NAEYC standards 1.a, 1.b, 2.b, 4.a, 4.d) (50 pts)

Community Documentation Board:

Develop a in depth documentation board out of the compilation of information you have received during your class. Your plan would be to explain and reflects upon children typical progress through the stages of babbling to talking to early literacy.

Detail guidelines will be provided on the course Blackboard site with examples of Documentation boards.

(4 hours)(Course outcomes: a, b, d, b) (NAEYC: 1.a, 1.b, 1.c, 2.b, 2.c, 4.b, 4.d, 5.c) (100 pts)

This field assignment is to be included as part of the final curriculum project.

Final Curriculum project: The final curriculum project will be completed in 2 parts.

Part 1: Design and clearly write an explanation of an environment that will support the developmental and cultural learning needs of infants and toddlers.

Part 2: Develop and implement an individual curriculum plan for a specific infant or toddler. A complete written reflection of design, plan, and implementation will be included.

There is a minimum of 20 hours of field time working with an infant/toddler and their family. Eight hours of the field assignments are specifically assigned and noted below; the additional 12 hours will be designed by each student as they complete their final curriculum project.

Storytelling with infants and toddlers:

Choose a child within both areas, infant and toddler,

Share an age appropriate book with each child.

Reflecting on your and the children's experiences, write up an explanation of the results.

Detail guidelines will be provided on the course Blackboard site.
(2 hours) (Course obj a, b, c) (NAEYC Standards: 1.a, 1.b, 4.b, 4.d, 5.c)

This field assignment is part of the final curriculum project. Include the child you have specifically chosen to work with as one of the children you participate with in this assignment.

Environment:

Visit 2 environments where infants and/or toddlers spend time. Consider how the environment supports language and literacy development, inclusionary of routines, environmental print and planned activities. Within your reflection, discuss what you have observed and how it fits into the spectrum of environments that appropriately support the developmental needs of infants and toddlers around language and literacy development.

(2 hours) (Course obj a, b, c) (NAEYC Standards: 1.a, 1.b, 4.b, 4.d, 5.c)

This field assignment is part of your final curriculum project. Use information gained through the 2 environments you have visited to help you design the plan for the child and family you have specifically chosen to work with.

Community Documentation Board:

1. Develop a in depth documentation board out of the compilation of information you have received during your class. Your plan would be to explain and reflects upon children typical progress through the stages of babbling to talking to early literacy.

Detail guidelines will be provided on the course Blackboard site with examples of Documentation boards.
(4 hours)(Course outcomes: a, b, d, b) (NAEYC: 1.a, 1.b, 1.c, 2.b, 2.c, 4.b, 4.d, 5.c)
This field assignment is to be included as part of the final curriculum project.

Course Evaluation:

A letter grade will be issued for participants. (Note that you must receive a C or higher for this course to count towards your Child Development Family Study BA Degree. Grading is based on:

Grading Policy:

Homework (5 @ various points)	250	50%
Class lecture and discussion participation	25	05%
Final Project (two parts)	200	40 %
Beginning and Ending Reflection	25	05 %
Total	500	100%

Grade	Points	Definition
A = 100% - 90%	500-450	An honor grade. Demonstrates originality, independence, a thorough mastery of the subject; completing more work than is regularly required. Demonstrates a deep understanding, presented with exceptional clarity & poise.
B = 89% - 80%	449-400	Better than the average. Above the average expectation. Projects or papers are presented neatly and thoroughly but do not have the depth and originality for an "A."
C = 79% - 70%	399-350	Average. The student grasps the essential information; material is complete and presented on time.
D = 69% - 60%	349-300	Below average. Student misses significant aspects of the assignment. Material is not turned in on time; student is unprepared to present project to class.
F = below 60 %	299-0	Student was unable to complete the assignment on time with at least a 60% understanding and presentation.

Draft: Course Calendar

Date	Topic and Assignment
Week 1 Class Meeting	<p>In class today</p> <ul style="list-style-type: none"> Review course expectations; introductions; Following discussion will include thoughts for final assignment lab time. <p>Lecture Topic: Learning to Read the Word: A Beginning</p> <p>Preparation for next class: Read pages 15-80 in <i>Learning to read the world: Language and literacy in the first three years</i></p> <p>All classes will be recorded To retrieve recording at a later date: <i>Dial 1-800-230-8546</i> <i>Use your normal participant pin which is 8930399.</i> <i>You will be asked to give the date in a 6 digit number. For the September 10 class meeting it would be 091011.</i> <i>You will then be asked to give the chapter code. We will use 0</i> <i>Listings for retrieval codes of following days will be posted on the announcement page of blackboard.</i></p>
Week 1 Homework	<p>It's all about relationships; let's start with your student peers.... Familiarize yourself with the Blackboard site. The first discussion forum is to share information about your site. Please place your first posting under the forum titled introductions. Also, create a contact with your preferred email and other contact information. Hint you can also attach a current image of yourself so we each have a fact that goes with the audio voice.</p>
Week 2	<p>In class today:</p> <ul style="list-style-type: none"> Class Lecture topic: Foundations for language and literacy Introduce Small groups and call in information <p>Preparation for next class:</p> <ul style="list-style-type: none"> Read pages 81-123 in <i>Learning to read the world: Language and literacy in the first three years</i>
Week 2 Field Assignment	<p>Storytelling with infants and toddlers: Choose a child within both areas, infant and toddler, Share an age appropriate book with each child.</p> <p>Reflecting on your and the children's experiences, write up an explanation of the results.</p> <p>Detail guidelines will be provided on the course Blackboard site. (2 hours) (Course obj a, b, c) (NAEYC Standards: 1.a, 1.b, 4.b, 4.d, 5.c)</p> <p>This field assignment is part of the final curriculum project. Include the child you have specifically chosen to work with as one of the children you participate with in this assignment.</p>
Week 3	<p>In class today:</p> <ul style="list-style-type: none"> Class Lecture topic: Relationships at the heart of early literacy <p>Preparation for next class:</p> <ul style="list-style-type: none"> Read pages 124-162 in <i>Learning to read the world: Language and literacy in the first three years</i>
Week 3 Field Assignment	<p>Environment: Visit 2 environments where infants and/or toddlers spend time. Consider how</p>

	<p>the environment supports language and literacy development, inclusionary of routines, environmental print and planned activities.</p> <p>Within your reflection, discuss what you have observed and how it fits into the spectrum of environments that appropriately support the developmental needs of infants and toddlers around language and literacy development.</p> <p>(2 hours) (Course obj a, b, c) (NAEYC Standards: 1.a, 1.b, 4.b, 4.d, 5.c)</p> <p>This field assignment is part of your final curriculum project. Use information gained through the 2 environments you have visited to help you design the plan for the child and family you have specifically chosen to work with.</p>
Week 4	<p>In class today:</p> <ul style="list-style-type: none"> Class Lecture topic: Book Sharing with infants and toddlers <p>Preparation for next class: Read pages 163-214 in <i>Learning to read the world: Language and literacy in the first three years</i></p>
Week 4 Homework	<p>Making literacy materials: For this activity you will need to design and create a book for each of the three ages within the infant and toddler spectrum. Write a reflection describing the reasons why you chose the specific design of books for each of the ages.</p> <p>Detail guidelines will be provided on the course Blackboard site. (Course obj. a, b, c) (NAEYC standards 1.c, 4.b, 4.d, 5.c)</p>
Week 5	<p>In class today:</p> <ul style="list-style-type: none"> Class Lecture: Encouraging literacy through family connections <p>Preparation for next class: Read pages 215-254 in <i>Learning to read the world: Language and literacy in the first three years</i></p>
Week 6	<p>In class today: Class Lecture: Culture and parental expectations for child development: Concerns for language development and early learning how does it connect to family literacy?</p> <p>Preparation for next class: Read pages 255-290 in <i>Learning to read the world: Language and literacy in the first three years</i></p>
Week 6 Homework	<p>Parent Training: Develop a 1-hour training designed around parent needs for understanding of developmentally appropriate expectations and strategies for language and literacy development. Attention to cultural backgrounds of specified audience will be part of training.</p> <p>(3 hours) (Course obj. a, c and e)(NAEYC standards 1.a, 2.a, 2.b)</p>
Week 7	<p>In class today:</p> <ul style="list-style-type: none"> Class Lecture: Music the great organizer for early literacy <p>Preparation for next class:</p> <ul style="list-style-type: none"> Read pages 291-334 in <i>Learning to read the world: Language and literacy in the first three years</i>
Week 7 Homework	<p>Make a Commercial: Each student will use their knowledge and understanding of early language and literacy development to develop and record (on video) a 2 – 3 minute</p>

	<p>synopsis of how early literacy and language is important to the first three years of life. Commercial videos will be posted on the Bb site and viewed by all class peers.</p> <p>Guidelines for ideas will be placed on the course Blackboard site. (Course Obj a, b) (NAEYC standards 1.a, 1.b, 2.b, 4.a, 4.d)</p>
Week 8	<p>In class today:</p> <ul style="list-style-type: none"> Class Lecture: High expectations for language and literacy for infants and toddlers who have significant disabilities <p>Preparation for next class: Read pages 15 – 60 in <i>Learning to read the world: Language and literacy in the first three years</i></p>
Week 8 Homework	<p>Baby Sign: Explore the strategies of <i>Baby Sign</i>; Develop 2 weeks of daily lesson plans demonstrating how you would incorporate Baby Sign into your daily activities in your classroom. Your plans should include: signs that you would use, when you would use them specifically. In your analysis describe how you could use the signs outside of the times you plan to use them, why you chose the signs you chose, what you could do to help parents and teachers understand the importance of Baby Sign, and if you plan to implement signing in your class.</p> <p>(Course obj. d and e)(NAEYC standards 1.a, 1.b, 1.c)</p>
Week 9	<p>In class today:</p> <ul style="list-style-type: none"> Class Lecture: Leading the way to quality, supervision and mentoring to sustain program innovations. <p>Preparation for next class:</p> <ul style="list-style-type: none"> Read pages 235-274 in <i>Learning to read the world: Language and literacy in the first three years</i>
Week 9 Field Assignment	<p>Community Documentation Board: Develop a in depth documentation board out of the compilation of information you have received during your class. Your plan would be to explain and reflects upon children typical progress through the stages of babbling to talking to early literacy.</p> <p>Detail guidelines will be provided on the course Blackboard site with examples of Documentation boards. (Course outcomes: a, b, d, b) (NAEYC: 1.a, 1.b, 1.c, 2.b, 2.c, 4.b, 4.d, 5.c) This field assignment is to be included as part of the final curriculum project.</p>
Week 10	<p>In class today:</p> <ul style="list-style-type: none"> Sharing of community documentation board field assignment. Closing of class.

Student Support Services:

The University has many student support programs. If you need assistance please contact any of the following service programs or departments.

UAOnline

<http://uaonline.alaska.edu/>

Your resource for transcripts, accounts and other personal information

Disabilities Services:

The Child Development and Family Studies program will work with the Office of Disability Services to provide reasonable accommodation to students with disabilities. Disability Services provide a variety of services to assure equal access for all students. Interpreting services, educational assistants, note taking, and exam accommodations for students are the most frequently provided accommodations.

The Office of Disability Services implements the American with Disabilities Act (ADA), and insures that the UAF students have equal access to the campus and course materials. (203 WHIT, 474-7043) I will work with the Office of Disabilities Services to provide reasonable accommodation to students with disabilities.

Disability services also provides assistance to the university's rural campuses. Bristol Bay, Chuckchi, Interior-Aleutians, Kuskokwim, and Northwest. Questions should be directed to the Director of Disability Services at (907) 474-5655 or online at <http://www.uaf.edu/disability/>

Representatives from the office also regularly meet students in the CTCC building. Check with the CTCC student services for more information, 455-2851 or 2849.

UAF Office of Disability Services 612 N. Chandalar, PO box 755590 University of Alaska Fairbanks, Alaska 99775-5590
Phone: (907) 474-5655| TTY: (907) 474-1827 | FAX: 474-5688 Email: fydos@alaska.edu

Writing Center

<http://www.alaska.edu/english/studentresources/writing/>

The Writing Center is a student-staffed, student-oriented service of the English Department.

801 Gruening Bldg., P.O. Box 755720

Fairbanks, Alaska 99775-5720

Phone: (907) 474-5314 Fax: 1-800-478-5246

* The UAF Writing Center and Computer Lab offers free writing tutoring to any student in any subject via telephone and fax or over the Internet. Students can call 907-474-5314 for information on how to fax a paper and have it tutored over the telephone, or engage in an interactive Internet session. Both services are free.

Rural Students Services

<http://www.uaf.edu/ruralss/>

Rural Student Services (RSS) is an academic advising department with over 35 years of experience in working with students from all over the state of Alaska. We are here to assist you in achieving student success by linking you to current information pertinent to your education, lifestyle, and goals. RSS is known for its welcoming and friendly environment. Many students find meaningful connection at UAF through RSS. We can help you with:

- Academic requirements
- Registration for classes
- Finding financial aid
- Explaining housing options
- Declaring a major
- Career exploration

CONTACT US AT:

P.O. box 756320, Fairbanks, AK 99775-6320

1-888-478-1452 (toll free within Alaska) or (907) 474-7871

Email us at fyrss@uaf.edu

Library Services for off campus students

<http://library.uaf.edu/offcampus>

Off-Campus Library Services is a unit set up to serve rural UAF students and faculty who do not have access to appropriate information resources in their town or village. We work in support of The College of Rural & Community Development and The Center for Distance Education and Independent Learning.

We can supply your information needs for the courses you are taking. For example, if a research paper is required in the teleconference or correspondence course that you are taking, you can contact us, explain your information need, and we will send library materials to you so that you can write your paper.

Contact us at Off-Campus Services, Elmer E. Rasmuson Library

310 Tanana Loop, PO Box 756800

Fairbanks, Alaska USA 99775-6800

Phone: 1-800-478-5348 Email: fyddl@uaf.edu

For more off campus help go to:

http://www.uaf.edu/library/instruction/ls101/other/Distance_Resources.html

Computer, Internet and Software

Problem: you cannot get your email Make sure your Internet connection is working; to test it, you can try to go to a new web page and see if it loads.

- If you are having problems with a UAF account, you will need to contact the **UAF help desk 1.800.478.4667**. If it is another company's account, you will need to contact their customer support. There is very little we can do to assist you as we have no control or access to the computers that serve the email.
- Check with your email program's Help.

Problem: you forgot your password

- Only the organization that issued your password can do anything to change it. You will need to contact them. For UAF email and Blackboard it is the UAF help desk 1.800.478.4667. For most web services there is a link you can click if you forgot your password. I also recommend writing them down somewhere for back up.

Problem: you are having problems with Blackboard

- You will need to contact the Blackboard administrator, at: <http://classes.uaf.edu/> Office of Information Technology Help Desk 474.6564 or 1.800.478.4667