

FLORIDA STATE COLLEGE AT JACKSONVILLE

COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER:	EEC 3400
COURSE TITLE:	Family Literacy and Young Children
PREREQUISITE(S):	None
COREQUISITE(S):	None
STUDENT ADVISING NOTES:	Junior Level Status
CREDIT HOURS:	3
CONTACT HOURS/WEEK:	3
Lecture/Discussion:	3
Laboratory:	
Other/Field:	
FACULTY WORKLOAD POINTS:	3
STANDARDIZED CLASS SIZE ALLOCATION:	35
CATALOG COURSE DESCRIPTION:	In this course students identify child-rearing practices and teacher-parent relationships for children from birth through elementary school, in relation to academic success. Field experience required (minimum of 6 contact hours).
SUGGESTED TEXT(S):	Edwards, Patricia A. <u>Children's Literacy Development: Making it Happen Through School, Family, and Community Involvement</u> . Ally & Bacon/Merrill, 2004.

SUGGESTED TEXT(S): (Continued)

Edwards, Patricia A. with Pleasants, H. M., & rankling, S. H. A Path to Follow: Learning to Listen to Parents. Heinemann: Portsmouth, NH, 1999.

Hart, Betty, and Todd R. Risley, Meaningful Differences in the Everyday Experiences of Young American Children, Brookes Publishing Co., 1995

IMPLEMENTATION DATE:

Fall Term, 2009 (20101)

REVIEW OR MODIFICATION DATE:

COURSE TOPICS	CONTACT HOURS <u>PER TOPIC</u>
I. Why Family-School Partnerships?	9
A. Importance of family-school partnerships	
B. Parent stories	
C. Demographic profiles	
D. Scope and sequence of parent involvement	
II. Family-School Partnerships: Why Are They So Difficult to Create?	12
A. History of school culture	
B. Cultural variables: sociolinguistics, social organization, cognition, motivation	
C. Potential cultural conflicts: learning styles, interactional or relational style, communication, differing perceptions of involvement	
III. Improving Family-School Partnerships: Existing Possibilities.	12
A. Importance of demographic profiles	
B. Developing tailored-made parentally appropriate activities	
C. Importance of the history of parent involvement at the school	
D. Establishing the scope and sequence of involvement	
IV. Teacher Preparation for Family Involvement: Effective Strategies.	12
A. Improving scope of involvement: developing a shared plan	
B. Understanding the benefits of parents in literacy development	
C. Improving Two-Way Communication: Valuable Directions.	
D. Directions for Improving Family-School Partnerships: Action Steps.	



NOTE: Use either the Tab key or mouse click to move from field to field. The box will expand to accommodate your entry.

<i>Section 1</i>	
COURSE PREFIX AND NUMBER: <u>EEC 3400</u>	SEMESTER CREDIT HOURS (CC): CONTACT HOURS (NCC): <u>3</u>
COURSE TITLE: <u>Family Literacy and Young Children</u>	

<i>Section 2</i>		
TYPE OF COURSE: (Click on the box to check all that apply)		
<input type="checkbox"/> AA Elective	<input type="checkbox"/> AS Required Professional Course	<input type="checkbox"/> College Prep
<input type="checkbox"/> AS Professional Elective	<input type="checkbox"/> AAS Required Professional Course	<input type="checkbox"/> Technical Certificate
<input checked="" type="checkbox"/> Other <u>Upper level BS ECE</u>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> General Education: (For General Education courses, you must also complete Section 3 and Section 7)	<input type="checkbox"/> PSAV	<input type="checkbox"/> Apprenticeship

<i>Section 3 (If applicable)</i>		
INDICATE BELOW THE DISCIPLINE AREA FOR GENERAL EDUCATION COURSES:		
<input type="checkbox"/> Communications	<input type="checkbox"/> Social & Behavioral Sciences	<input type="checkbox"/> Mathematics
<input type="checkbox"/> Natural Sciences	<input type="checkbox"/> Humanities	

<i>Section 4</i>					
INTELLECTUAL COMPETENCIES:					
<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Speaking	<input checked="" type="checkbox"/> Critical Analysis	<input type="checkbox"/> Quantitative Skills	<input type="checkbox"/> Scientific Method of Inquiry	
<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Listening	<input checked="" type="checkbox"/> Information Literacy	<input checked="" type="checkbox"/> Ethical Judgment	<input checked="" type="checkbox"/> Working Collaboratively	

<i>Section 5</i>		
	LEARNING OUTCOMES	METHOD OF ASSESSMENT
•	Understand the importance the family plays in literacy development.	Students will be assessed through lesson plans, group projects and presentations on curricular implementation
•	Understand how the teacher can help parents in the area of family literacy	Students will be assessed through lesson plans, group projects and presentations on curricular implementation
•	Demonstrate knowledge of the benefits of family literacy to the child	Students will be assessed through use of rubrics defining the standards for oral

		presentations and short reflective papers
Section 5 (Continued)		
LEARNING OUTCOMES		METHOD OF ASSESSMENT
•	Demonstrate the benefits of family literacy to the community	Students will be assessed through rubrics defining the implementation of assessment or curricular projects during field based learning
•	Develop a resource file of family literacy activities and tips.	Students will be assessed through rubrics defining the standards for comprehensive portfolios or resource files on curriculum implementation
•	Discuss services and program characteristics that meet individual child and also family needs	Students will be assessed through use of rubrics defining the standards for oral presentations and short reflective papers
•	Describe local services and programs available that reinforce the goal of family literacy.	Students will be assessed through rubrics defining the standards for comprehensive portfolios or resource files on curriculum implementation

Section 6

Name of Person Completing This Form:

Date: February 20, 2009

Dr. Carole Byrd, Associate Dean of Education