

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-/](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:**

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**1. COURSE IDENTIFICATION: As the course now exists.**

Dept

Is this course repeatable for credit?

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?

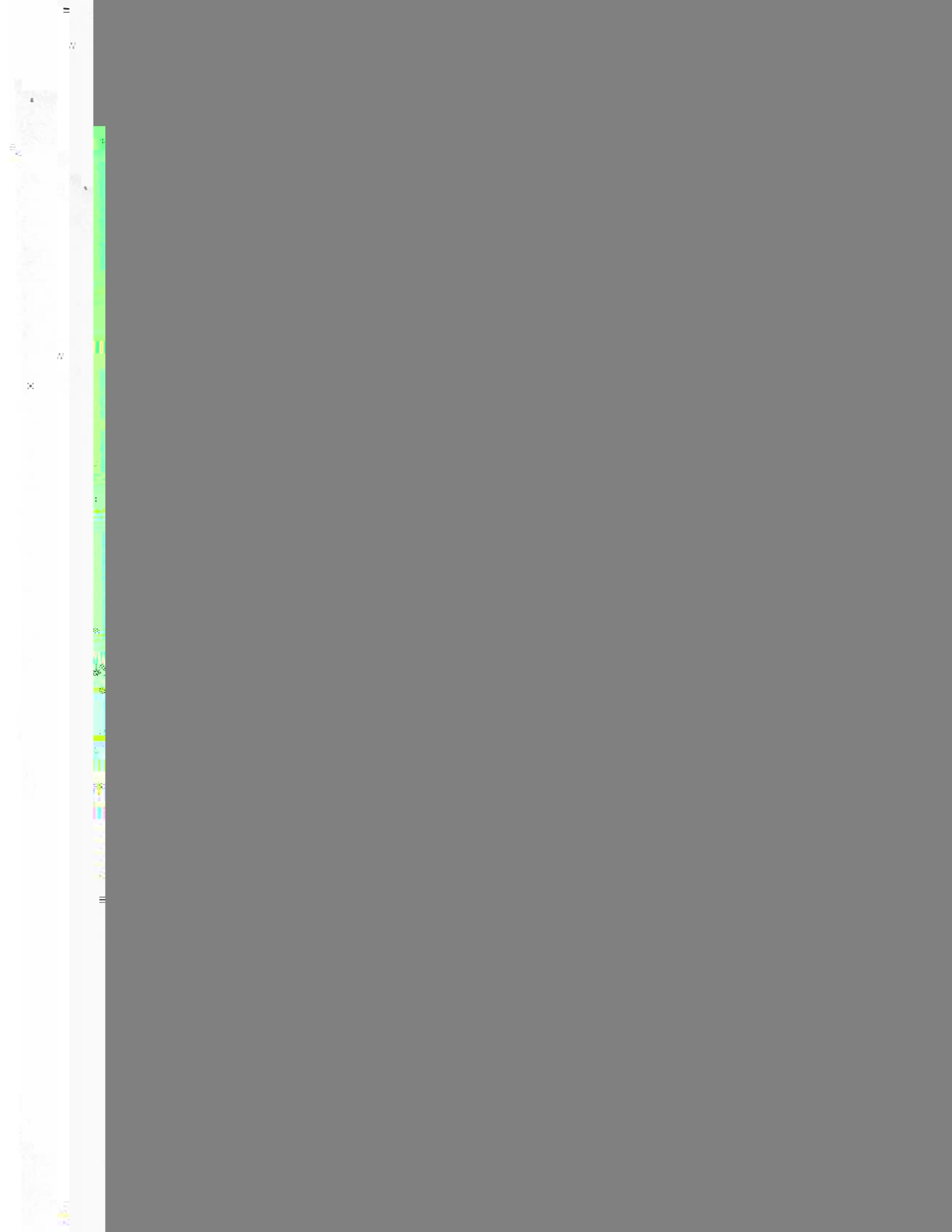
N/A

**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 opportuni**

See Signatures next two pages (attached).









**Diagnostic composition:** will be required on the first day. Points will not be taken away for mistakes, but will provide the basis for writing ability. Your composition should be at least 5 paragraphs in length and be properly structured, with correct grammar and spelling. The topic of this composition will be *“Specific interests in literacy and objectives you hope to gain from participation in ECE 420w.”* Please write your composition and attach it within the *Initial Diagnostic Composition* area within the content section of our class Blackboard site.

**Homework** assignments will be directly related to the readings and class discussions. Students will respond to homework with written responses. Please complete your written responses using APA formatting. The written responses will be used as guidance for improvement of the APA formatting required for the final research paper. Written homework responses should be 1 ½ to 2 pages in length.



Grade	Points	Definition
A = 100% - 90%	400-360	An honor grade. Demonstrates your work has met and exceeded criteria (a) through (f).
B = 89% - 80%	359-320	Better than the average. Demonstrates that your work has met and moderately reflected criteria (a) through (f).
C = 79% - 70%	319-280	Average. Demonstrates that your work has barely met and reflected moderately on criteria (a) through (f).
D = 69% - 60%	279-240	Below average. Demonstrates that your work has not met one or more criteria (a) through (f)
F = below 60 %	239- below	Student was not able to meet 60% or more of criteria (a) through (f).

**Guidelines for written assignments**

**Requirements and Assignments:**

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

**Field Experience Assignments:** Students will be asked to complete assignments each week for key concepts in the chapter related to course objectives as field experiences. Responses of field experiences should be in reflective essay form. Each student will need to complete do each of the 10 assigned weekly assignments. Each student will need to complete a response write-up on each of their 10 field experiences. After completion, please plan to share then on bb with peers. Class peers will have opportunity for comment to each other.

Plan to spend an average of 1 ½ hours per week observing.

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Lecture Topic: Lecture topic: Chapter 1: Understanding how children learn.

Group discussion: Chapter 1, and any correlating field experiences.  
(obj 1.b; NAEYC Standard 1.a)

**Preparation for next class:**

Read Chapter 2 Fields Text

Prepare for group discussions on topic of how literacy emerges; be prepared to respond with questions, relevant examples from your field other experiences.

Class 7	<p><b>In class today:</b>  Large group discussion on story sharing and expansion for literacy development.</p> <p><b>Preparation for next week:</b>  <b>Monday</b>  Read Chapter 5 Fields Text: Assisting emergent readers  <b>Wednesday</b>  Read Chapter 6 Fields Text: Creating a Classroom for readers</p> <p><b>Research paper step:</b>  Decide on your research paper topics. Topics will need to be turned in by Friday February 18. Turn written as a statement with a reason for choosing this topic. Post to the “Research Topic” discussion forum on Bb as well as within the Research paper learning unit under the Assignment section of Black Board.</p>
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Class 8

**In class today:**  
Lecture topic: Chapter 5: Literacy Assisting emergent readers  
Group discussion: Chapter 5, and correlating field experience.

Have your **First Draft**

**Preparation for next class:**

Continuing sharing of research

**Research paper step:**

	<p>within the text). Do not be surprised if you discover more than one theory being tested at a time. This research will be most productive with typically developing older preschoolers, kindergartners, and first graders. (Fields, Groth, &amp; Spangler p.34)  (2 hours) (obj 1.c 1.d, 2.c, 2.c; NAEYC Standard 1.a, 1.c, 3.b, 4.b, 4.d)</p>
Field Experience/ chapter 3	<p>Place reading and writing materials in the dramatic play area.  Over a period of several days:  Note how children use the materials as part of their play.  Observe children engaged in dramatic play.  Note their use of props and other examples of symbolic representation.  Note how the roles they play affect their vocabulary and otherwise influence their language.  (2.5 hours) (obj 1.b, 1.c; NAEYC Standard 1.a, 1.b, 1.c, 4.a, 4.b)</p>
Field Experience/ chapter 4	<p>Please choose 1 of the 2 choices  Practice conversing with young children individually. Use reflective listening and open-ended questions to encourage their language.  (1.5 hours) (obj 1.g, 2.b, 2.e, 2.f; NAEYC Standard 1.b, 3.b, 4.a, 4.b)  OR:  Using guidelines in chapter 4 of text, select, prepare and share a book or story with a group of youngsters. Ask a peer to observe and help you critique your presentation and its value for children. Develop a tool for your peer to use during their observation.  (1.5 hours) (obj. 1.d, 1.e, 1.g, 2.a, 2.d, 2.f; NAEYC Standard 3.c, 4.b, 4.c, 4.d)</p>
Field Experience/ chapter 5	<p>Choice 1: Observe children as they select books from a library. Note how they choose as they sort through collections. Try to determine by what criteria or on what basis they make their selections.  (1.5 hours) (obj. 1.c, 1.e, 1.f, 2.e; NAEYC Standards 1.a, 4.a, 4.d)</p>
Field Experience/ chapter 6	<p>Learn a story and tell it to a group of young children. Analyze your own delivery and the reactions of your listeners. How does this experience differ from reading aloud?  (1.5 hours) (obj. 1.d, 1.e, 1.g, 2.a, 2.d, 2.f, 2.g; NAEYC Standard 3.b, 3.c, 4.b, 4.c, 4.d)</p>
Field Experience/ chapter 7	<p>Provide blank paper and writing materials to the children within your lab site. Encourage them to write. Observe and ask questions to discover the various theories they use in their writing. Can you determine through this process what they think writi</p>

Field Experience/  
chapter 8

Field Experience/  
chapter 10

Observe some children using computer-based learning materials and/or try some computer educational software yourself. Evaluate the material in terms of the criteria for analyzing



