

# COURSE SYLLABUS

<b>Course Title:</b>	Early Language and Literacy Development		<b>Date submitted:</b>	Spring 2019 (AAC: 19-25)	
<b>Department:</b>	Social Sciences				
<b>Curriculum:</b>	Early Childhood Education				
<b>Course Descriptors:</b> Make certain that the course descriptors are consistent with college and Board of Trustees policies, and the current course numbering system.	<b>Course Code:</b> (eg. ACC 101)	ECE*231	<b>Prerequisites:</b>		
	<b>Course Type:</b>	L/D	C- or better in Composition (ENG*101)		
	A: Clinical B: Lab D: Distance Learning I: Individual/Independent L: Lecture N: Internship M: Seminar P: Practicum U: Studio X: Combined Lecture/Lab Y: Combined Lecture/Clinical/Lab Z: Combined Lecture/Studio				
	<b>Elective Type:</b>	G			
	AH: Art History E: English FA: Fine Arts G: General HI: History HU: Humanities LAS: Liberal Arts & Sciences FL: Foreign Language M: Math S: Science SS: Social Science				
	<b>Credit Hours:</b>	3	<b>Corequisites:</b>		
	<b>Developmental:</b> (yes/no)	No	None		
	Lecture:	3			
	Clinical:	0			
	Lab:	0			
<b>Contact Hours:</b>	Studio	0			
	Other:	0			
	TOTAL:	3	<b>Other Requirements:</b>		
	<b>Class Maximum:</b>	30	None		
	<b>Semesters Offered:</b>	F			
<b>Catalog Course Description:</b>	An introduction to language and literacy development in the young child. Students will explore the early childhood language arts curriculum including speaking, listening, writing, and reading skills. The teacher's role and methods of creating a literacy-rich environment that engages children in creative, developmentally-appropriate language arts experiences will be examined. Students will create plans and materials for use with children.				
<b>Topical Outline:</b> List course content in outline format.	A. Language Development <ol style="list-style-type: none"> <li>1. Beginnings of communication</li> <li>2. Toddler years</li> <li>3. Preschool years</li> <li>4. Growth and the development of early language abilities</li> </ol> B. Developing Language Arts Programs <ol style="list-style-type: none"> <li>1. Understanding differences</li> <li>2. Achieving language and literacy goals through programming</li> <li>3. Promoting language and literacy</li> </ol>				

- C. Introducing Literature
  - 1. Children and Books
  - 2. Storytelling
  - 3. Poetry
  - 4. Flannel (felt) boards and activity sets
- D. Developing Listening Skills
- E. Speech Growth
  - 1. Realizing speaking goals
  - 2. Group times
- F. Print Awareness and Use
  - 1. Early knowledge
  - 2. Emerging interest
- G. Reading-A Language Art
  - 1. The Parent-Center Partnership: Promoting Literacy at Home and School

**Upon successful completion of this course, the student will be able to do the following:  
COURSE:**

- 1. define literacy and describe emerging literacy in early childhood education
- 2. demonstrate an understanding of language development in young children
- 3. identify factors that influence language development
- 4. identify adult behaviors that promote language development of young children
- 5. identify developmentally appropriate and culturally diverse activities that promote language and literacy acquisition for English and non-English speaking children
- 6. identify various forms of children’s literature
- 7. describe the interconnectedness of listening, speaking, reading and writing
- 8. demonstrate how to plan and implement curriculum that promotes listening, speaking, reading and writing interest and abilities
- 9. demonstrate an understanding of a literacy-rich classroom environment
- 10. identify phoneme, phonological awareness and alphabetic principle activities
- 11. demonstrate an understanding of ways schools and families can work together to strengthen children’s literacy development

**Outcomes:**

Describe measurable skills or knowledge that students should be able to demonstrate as evidence that they have mastered the course content.

**PROGRAM:** *(Numbering reflects Program Outcomes as they appear in the college catalog)*

**EARLY CHILDHOOD EDUCATION A.S. DEGREE:**

- 2. use knowledge of how young children differ in their development and approaches to learning to support the development and learning of individual children
- 3. create and modify environments and experiences to meet the individual needs of all children, including children with disabilities, developmental delays, and special abilities
- 4. apply knowledge of cultural and linguistics diversity to create environments and experiences that affirm and respect culturally and linguistically diverse children, support home-language preservation, and promote anti-bias approaches and the valuing of diversity
- 8. establish and maintain positive collaborative relationships with families

**GENERAL EDUCATION:** *(Numbering reflects General Education Outcomes as they appear in the college catalog)*

- 11. **Written Communication** - Students will be prepared to develop written texts of varying lengths and styles that communicate effectively and appropriately across a variety of settings.

	<p><b>Demonstrates:</b> Writes articulate texts using appropriate evidence and appeals as determined by the rhetorical situation.  <b>Does Not Demonstrate:</b> Writes texts lacking appropriate evidence and appeals as determined by the rhetorical situation</p>
<p><b>Evaluation:</b> List how the above outcomes will be assessed.</p>	<p><b>Assessment will be based on the following criteria:</b>          Journals          Examinations and quizzes          Observations—NAEYC Key Assessment          Family Literacy Workshop</p>
<p><b>Instructional Resources:</b> List library (e.g. books, journals, on-line resources), technological (e.g. Smartboard, software), and other resources (e.g. equipment, supplies, facilities) required and desired to teach this course.</p>	<p><b>Required:</b> Early Childhood Center, Library EC Room children’s literature  <b>Desired:</b> None</p>
<p><b>Textbook(s)</b></p>	<p>Refer to current academic year printout.</p>