

# Syllabus

## ECED1160 Early Language and Literacy

2013

### Committee Members:

Barbara Beck, Central Community College  
Tyler Esch, Mid-Plains Community College  
Sharyn Thomas, Northeast Community College  
Julie Miller, Southeast Community College  
Linda Mattern-Ritts, Western Nebraska Community College  
Lisa Brestel, Central Community College  
Jackie Zeckser, Central Community College  
Loretta Hauxwell, McCook Community College  
Belle Scheef, Metropolitan Community College  
Brigid Quinn, Little Priest Tribal College

Facilitator: Julie Miller



Date Reviewed: April 19, 2013

Chief Instructional Officer



Date Approved: 5-17-13

## **EARLY CHILDHOOD EDUCATION PROGRAM**

### **I. CATALOG DESCRIPTION**

Course Number: ECED 1160  
Course Title: Early Language and Literacy

Catalog Description: This course will focus on the development of literacy and language skills from birth to age eight. The student will plan and prepare developmentally appropriate language and literacy activities.

Credit Hours: 3.0 semester credits hours/4.5 quarter credit hours

### **II. COURSE OBJECTIVES AND COMPETENCIES**

The course will:

1. Reveal the concept of early literacy and the continuum of listening, speaking, reading, and writing development from infancy to age 8.
2. Prepare students to discuss and develop appropriate learning activities related to early language and literacy for all children, including those who are English Language Learners.
3. Describe specific teaching strategies based on state and national guidelines and standards in order to promote literacy development in the areas of language arts. (Development includes listening, speaking, reading, and writing.)
4. Help students recognize the environmental components conducive to language and literacy growth and development.
5. Identify strategies for involving parents in home and center-based literacy activities.
6. Outline ways to support families when children are experiencing developmental delays in language and literacy development.
7. Develop an awareness and appreciation of the individual likenesses and differences among children, families, and colleagues.

### **III. STUDENT LEARNING OUTCOMES:**

The student will:

1. Explain the significance of early language and literacy experiences in the development of listening, speaking, reading and writing skills.
2. Plan developmentally appropriate language and literacy activities that encompass individual and cultural differences.

3. Demonstrate ways to infuse pre-writing, early vocabulary and language development, pre-reading, phonemic awareness and print awareness across the early childhood curriculum.
4. Design an environment and select materials that incorporate language and literacy learning for young children.
5. Develop activities that engage parents in supporting early literacy activities with their children.
6. Compile a reference/resource list of community resources that can support a family around a specific early language and literacy development need.
7. Explain how cultural, economic, legislative and social issues impact the child's ability to develop early language and literacy skills.

#### **IV. COURSE CONTENT/TOPICAL OUTLINE**

- A. Language Development
- B. Developing the language arts program
- C. Children's Literature and Storytelling methods
- D. Speaking and Dramatization
- E. Listening Skills
- F. Pre-reading Skills
- G. Pre-writing skills and print awareness
- H. Developing a literacy environment
- I. Promoting literacy through the home and school environment

#### **V. INSTRUCTIONAL MATERIALS**

Suggested Texts: [This list of texts should be reviewed annually. The instructor may choose additional materials as supplements.]

Machado, Jeanne M. Early Childhood Experiences in Language Arts. Current edition. Thompson/Delmar Learning.

Vukelich, Carol and Christie, James. Helping Young Children Learn Language and Literacy. Allyn and Bacon.

## Supplemental Texts:

Burns, M. Susan. Starting Out Right. National Academy Press.

Dickinson, David K. and Tabors, Patton O. Beginning Literacy with Language. Paul H. Brookes Pub. Co.

Early Learning Guidelines for Ages Birth to Three and Early Learning Guidelines for Ages 3 to 5, Nebraska Department of Education and Nebraska Department of Health and Human Services.

Jalongo, Mary Renck, Young Children and Picture Books, National Association for the Education of Young Children.

Neuman, Susan B. and Copple, Carol. Learning to Read and Write: Developmentally Appropriate Practices for Young Children. NAEYC.

Owocki, Gretchen. Literacy Through Play. Heinemann.

## **VI. METHOD OF PRESENTATION**

Instructor should make use of varied pedagogical techniques including several of the following: lectures, small and large discussion groups; collaborative projects, guest speakers, research, peer response and evaluation, journals, essays, conferences, computer-assisted instruction, interactive/creative methods, multimedia, and field trips.

## **VII. METHODS OF EVALUATION**

Course grades, at the determination of the instructor, will be based on class and group participation, daily work, exams, other presentations, projects, papers, and/or portfolio. Instructor will distribute evaluation and his/her grading policies to students at the beginning of each term.

## **VIII. INSTITUTIONAL DEFINED SECTION**

To be defined by individual institution.

## VII. RELATIONSHIP to NAEYC PROFESSIONAL DEVELOPMENT STANDARDS

NAEYC Standards, Sub-standards and Key Elements and Supportive Skills	Addressed in Course
<b>1. Promoting Child Development and Learning</b>	
1a. Knowing and understanding young children's characteristics and needs.	X
1b. Knowing and understanding the multiple influences on development and learning	X
1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	X
<b>2. Building Family and Community Relationships</b>	
2a. Knowing about and understanding family and community characteristics	X
2b. Supporting and empowering families and communities through respectful, reciprocal relationships	X
2c. Involving families and children in their children's development and learning	X
<b>3. Observing, Documenting and Assessing to Support Young Children and Families</b>	
3a. Understanding the goals, benefits and uses of assessment	X
3b. Knowing about and using observation, documentation and other appropriate assessment tools and approaches	X
3c. Understanding and practicing responsible assessment.	
3d. Knowing about assessment partnerships with families and other professionals	X
<b>4. Teaching and Learning</b>	
4a. Connecting with children and families	X
4b. Using developmentally effective approaches	X
4c. Understanding content and knowledge in early education	X
4d. Building meaningful curriculum.	X
<b>Key Elements of Standard 4</b>	
4a. Knowing, understanding and using positive relationships and supportive interactions.	X
4b. Knowing, understanding and using effective approaches, strategies, and tools for early education.	X
4c. Knowing understanding the importance of central concepts, inquiry tools, and structures of content areas or academic disciplines	X
4d. Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes.	X
<b>5. Becoming a professional</b>	
5a. Identifying and involving oneself with the early childhood field	
5b. Knowing about and upholding ethical standards and other professional guidelines	
5c. Engaging in continuous collaborative learning to inform practice	X

	<b>Addressed in Course</b>
5d. Integrating knowledgeable, reflective and critical perspectives on early education	<b>X</b>
5e. Engaging in informed advocacy for children and the profession	
<b>Supportive Skills</b>	
Skills in self-assessment and self-advocacy	<b>X</b>
Skills in mastering and applying foundational concepts from general education	<b>X</b>
Written and verbal communication skills	<b>X</b>
Skills in making connections between prior knowledge/experiences and new learning	<b>X</b>
Skills in identifying and using professional resources	<b>X</b>