

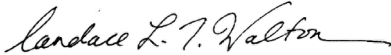


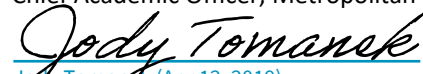




Syllabus
ECED1160
Early Language and Literacy
2019

Committee Members:

Barb Beck, Central Community College
Kweku Ocran, Little Priest Tribal College
Deanna Peterson, Metropolitan Community College
Andreea Shnayder, Metropolitan Community College
Tyler Esch, Mid-Plains Community College
Jackie Hahn, Nebraska Indian Community College
Connie Sixta, Northeast Community College
Crystal Kozak, Southeast Community College
Patsy Yager, Western Nebraska Community College

Facilitator: Katie Miller, NDE

The Institution agrees to the contents in this syllabus including course prefix, number, course description and other contents of this syllabus.

 Chief Academic Officer, Central Community College	Adopt
 Manoj Patil (Apr 15, 2019) Chief Academic Officer, Little Priest Tribal College	Adopt
 Thomas J McDonnell (Apr 17, 2019) Chief Academic Officer, Metropolitan Community College	Adopt
 Jody Tomarsak (Apr 12, 2019) Chief Academic Officer, Mid-Plains Community College	Adopt
 Kristine Sudbeck (Apr 15, 2019) Chief Academic Officer, Nebraska Indian Community College	Adopt
 Lyle Kathol (Apr 15, 2019) Chief Academic Officer, Northeast Community College	Adopt
 Dennis Headrick (Apr 13, 2019) Chief Academic Officer, Southeast Community College	Adopt
 Kim Kuster Dale (Apr 14, 2019) Chief Academic Officer, Western Nebraska Community College	Adopt

EARLY CHILDHOOD EDUCATION PROGRAM

I. CATALOG DESCRIPTION

Course Number: ECED1160
Course Title: Early Language and Literacy
Prerequisite: None

Catalog Description: This course focuses on the development of literacy and language skills from birth to age eight, including typical/atypical and dual/multiple language learners.

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

II. COURSE OBJECTIVES / COMPETENCIES

Course will:

1. Examine early language and literacy development and the continuums of listening, speaking, reading, and writing from birth to age eight.
2. Explore developmentally appropriate learning activities related to early language and literacy for all children, including children with typical/atypical development and dual language learning.
3. Explore developmentally appropriate teaching strategies based on state and national guidelines and standards in order to effectively promote early language and literacy (including listening, speaking, reading, and writing).
4. Introduce environmental components that support language and literacy growth and development.
5. Identify strategies for involving families and communities in literacy based activities.
6. Explore ways to support families with children who are experiencing developmental delays in language and literacy.
7. Support the development of an awareness and appreciation of the similarities and differences among children, families, and colleagues.

III. STUDENT LEARNING OUTCOMES:

Students will be able to:

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, family, and cultural differences.
3. Demonstrate ways to integrate 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 families and communities in supporting early literacy activities with children.
6. Develop an understanding of the appropriate strategies for referral and resources to support a family around specific early language and literacy development needs.
7. Explain how cultural, economic, and social issues impact the child's ability to develop early language and literacy skills.

IV. COURSE CONTENT / TOPICAL OUTLINE

- A. Language and literacy development
- B. Language arts program
- C. Children's literature, read aloud, and storytelling methods
- D. Speaking and dramatization
- E. Listening skills
- F. Pre-reading skills
- G. Pre-writing skills and print awareness
- H. Literacy rich environment
- I. Language and literacy in home, community and school environments
- J. Typical/atypical development and dual language learning

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. Cengage.

Vukelich, Carol, Enz, Billie and Christie, James. Helping Young Children Learn Language and Literacy. Current Edition. Pearson.

Otto, Beverly. Language Development in Early Childhood Education, Current Edition. Northeastern Illinois University - Current edition

Supplemental Texts:

Nebraska Department of Education. Early Learning Guidelines: Nebraska's Birth to Five Learning and Development Standards.
<https://www.education.ne.gov/oec/early-learning-guidelines/>

Nebraska Department of Education. K-12 Standards.

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 clinical/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.











ECED1160 - Early Language and Literacy - 2019
















Final Audit Report

2019-04-19

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