

Syllabus

ECED1160
Early Language and Literacy
2016

Committee Members:

Lisa Brestel	Central Community College
Jackie Zeckser	Central Community College
No Representative	Little Priest Tribal College
Kathy Halverson-Rigatuso	Metropolitan Community College
Deanna Peterson	Metropolitan Community College
Andreea Shnyder	Metropolitan Community College
Loretta Hauxwell	Mid-Plains Community College
Tyler Esch	Mid-Plains Community College
Jackie Hahn	Nebraska Indian Community College
Sharyn Thomas	Northeast Community College
Julie Miller	Southeast Community College
Linda Mattern-Ritts	Western Nebraska Community College

Tyler Esch

Facilitator: Tyler Esch, Mid-Plains Community College
Date Reviewed: January 29, 2016

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

Please select one option

	<u>Adopt</u>	<u>Decline</u>	<u>Not Offered</u>	<u>Date</u>
<u>Deborah Brennan</u> Deb Brennan, Central Community College	X			5/19/16
<u>Betty Redleaf</u> Betty Redleaf, Little Priest Tribal College	X			5/19/16
<u>Tom McDonnell</u> Tom McDonnell, Metropolitan Community College	X			5/20/16
<u>Jody Tomanek</u> Jody Tomanek, Mid-Plains Community College		X		5/19/16
<u>Mary Johnson</u> Mary Johnson, Nebraska Indian Community College				
<u>John Blaylock</u> John Blaylock, Northeast Community College	X			5-19-16
<u>Dennis Headrick</u> Dennis Headrick, Southeast Community College	X			5/19/16
<u>Kim Dale</u> Kim Dale, Western Nebraska Community College	X			5.19.16

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 including diverse and English Language Learners. 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. Present developmentally appropriate learning activities related to early language and literacy for all children, including those who are diverse and English Language Learners.
3. Identify 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. Introduce 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 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 parents in supporting early literacy activities with their children.
6. Create 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, 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. Cengage.

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

Supplemental Texts:

Nebraska Department of Education. Nebraska Early Learning Guidelines for Ages Birth to 3. 2013 http://www.education.ne.gov/oec/pubs/elg/b_3_english.pdf

Nebraska Department of Education. Nebraska Early Learning Guidelines for Ages 3 to 5. 2013 http://www.education.ne.gov/oec/pubs/ELG/3_5_English.pdf

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.

VII. RELATIONSHIP to NAEYC PROFESSIONAL DEVELOPMENT STANDARDS

NAEYC Standards/ Key Elements and Supportive Skills	Addressed in Course
1. Promoting Child Development and Learning	
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
2. Building Family and Community Relationships	
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
3. Observing, Documenting and Assessing to Support Young Children and Families	
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
4. Using Developmentally Effective Approaches to Connect with Children and Families	
4a. Understanding positive relationships and supportive interactions as the foundation of their work with children.	X
4b. Knowing and understanding effective strategies and tools for early education.	X
4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches.	X
4d. Reflecting on their own practice to promote positive outcomes for each child.	X
5. Using Content Knowledge to Build Meaningful Curriculum	
5a. Understanding content knowledge and resources in academic disciplines.	X
5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.	X
5c. Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.	X
6. Becoming a professional	
6a. Identifying and involving oneself with the early childhood field.	X
6b. Knowing about and upholding ethical standards and other professional guidelines.	X
6c. Engaging in continuous collaborative learning to inform practice.	X
6d. Integrating knowledgeable, reflective and critical perspectives on early education.	X
6e. Engaging in informed advocacy for children and the profession.	X

Supportive Skills	Addressed in Course
Skills in self-assessment and self-advocacy	X
Skills in mastering and applying foundational concepts from general education	X
Written and verbal communication skills	X
Skills in making connections between prior knowledge/experiences and new learning	X
Skills in identifying and using professional resources	X