



**Syllabus**  
**ECED 1160**  
**Early Language and Literacy**  
**2025**

**Committee Members:**

Taylor Brase, Central Community College  
Deanna Peterson & Katie Sicheneder, Metropolitan Community College  
Tyler Esch, Mid-Plains Community College  
Lisa Guenther, Northeast Community College  
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N/A, Little Priest Tribal College  
Patti Page, Nebraska Indian Community College

**Facilitator: Julie 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	02/21/2025	Adopt
 Chief Academic Officer, Little Priest Tribal College	02/19/2025	Adopt
 Chief Academic Officer, Metropolitan Community College	02/20/2025	Adopt
 Chief Academic Officer, Mid-Plains Community College	02/12/2025	Adopt
 Chief Academic Officer, Nebraska Indian Community College	02/19/2025	Adopt
 Chief Academic Officer, Northeast Community College	02/12/2025	Adopt
 Chief Academic Officer, Southeast Community College	02/19/2025	Adopt
 Chief Academic Officer, Western Nebraska Community College	02/12/2025	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 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 progression of listening, speaking, reading, and writing spanning 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 multi-language learning.
3. Examine developmentally appropriate teaching strategies and environmental components based on state and national guidelines and standards in order to effectively promote early language and literacy growth and development (including listening, speaking, reading, and writing).
4. Explain strategies for involving families and communities in literacy-based activities.
5. Explore ways to involve and support families with children who are experiencing developmental delays in language and literacy.
6. Discuss the similarities and differences among children, families, and colleagues in the field of early childhood education.

### **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 and early childhood environment.
4. Develop activities that engage families and communities in supporting early literacy activities with children.

5. Develop an understanding of the appropriate strategies for referral and resources to support a family around specific early language and literacy development needs.
6. Demonstrate cultural competence in designing and implementing literacy activities that are inclusive and responsive to the diverse linguistic, socioeconomic, and cultural backgrounds of young children and their families.

#### 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 multi-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.

Supplemental hand-outs, slides, videos, and Open Educational Resources (OERs) as determined by instructor.

## **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.