

ECED-2115 INTRO TO LANGUAGE, LITERACY & READING 3 CREDITS

SYLLABUS

CATALOG DESCRIPTION

This course is designed to prepare early childhood professionals for promoting children's emergent literacy and reading development. Through a developmental approach, the course addresses ways in which early childhood professionals can foster young children's oral language development, phonemic awareness, and literacy problem solving skills, fluency, vocabulary, and comprehension. . This course provides the foundation for early childhood professionals to become knowledgeable about literacy development in young children. Instructional approaches and theory-based and research based strategies to support the emergent literacy and reading skills of native speakers and English language learners will be presented.

Formerly: ECED-222

Prerequisites: ENGL-099 and (RDNG-099 or RDNG-113) or appropriate English and Reading Accuplacer scores.

Semester Offered: Spring

COMMON STUDENT LEARNING OUTCOMES

Upon successful completion of San Juan College programs and degrees, the student will demonstrate competency in...

BROAD AND SPECIALIZED LEARNING

Students will actively and independently acquire, apply, and adapt skills and knowledge with an awareness of global contexts.

CRITICAL THINKING

Students will think analytically and creatively to explore ideas, make connections, draw conclusions and solve problems.

CULTURAL AND CIVIC ENGAGEMENT

Students will act purposefully, reflectively, and ethically in diverse and complex environments.

EFFECTIVE COMMUNICATION

Students will exchange ideas and information with clarity in multiple contexts.

INFORMATION LITERACY

Students will be able to recognize when information is needed and have the ability to locate, evaluate, and use it effectively.

INTEGRATING TECHNOLOGIES

Students will demonstrate fluency in the application and use of technologies in multiple contexts.

Student work from this class may be randomly selected and used anonymously for assessment of course, program, and/or institutional learning outcomes. For more information, please refer to the Dean of the appropriate School.

COURSE LEARNING OUTCOMES

Upon successful completion of the course, the student will be able to...

This course is part of the required program of study for an Associate of Arts degree in Early Childhood Education. The following objectives are taken from the New Mexico State Department of Education's Common Core Competencies for early childhood professionals (see Common Core Content manual). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency.

GENERAL LEARNING OBJECTIVES.

1. Define foundations of emergent literacy and reading development in Early Childhood.
2. Describe social considerations for language development and use.
3. Describe and plan methods for promoting and supporting emergent literacy and reading development.
4. Define, Compare, and contrast methods for assessing growth in early literacy.

SPECIFIC LEARNING OUTCOMES:

1. Define foundations of emergent literacy and reading development in Early Childhood.
 - a. Demonstrate knowledge of the many functions that language serves in the cognitive, social, and emotional aspects of development in the formative years.
 - b. Demonstrate knowledge of the reading and writing components of emergent literacy at each developmental level.
 - c. Demonstrate knowledge of how children use verbal, non-verbal, and alternative means of communication.
 - d. Use recent research on how children learn to read and write to develop a personal philosophy or approach to Literacy Development in an ECE setting.
 - e. Demonstrate that oral and written language is developed in similar ways.
 - f. Discuss and define common terms used when assisting young emergent readers, for example, phonics, phonemic awareness, semantics, and syntax.
2. Describe social considerations for language development and use.
 - a. Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political context for development and learning and recognize that children are best understood in the context of family, culture, and society.
 - b. Provide and use anti-bias materials/literature and experiences in all content areas of the curriculum.
 - c. Develop partnerships with family members to promote early literacy in the home.
 - d. Establish partnerships with community members in promoting literacy.
3. Describe and plan methods for promoting and supporting emergent literacy and reading development.
 - a. Demonstrate how emergent literacy can be developed through play experiences.
 - b. Adapt content to meet the needs of each child, including the development of Individualized Family Service Plans (IFSP) and/or Individualized Education Plans (IEP) for children with special needs through the team process with families and other team members.
 - c. Establish frequent contact with parents and guardians through a variety of communication strategies, including communication in the home language of each child to provide ongoing, relevant information to families about child growth, development, and learning.
 - d. Develop criteria for choosing appropriate Early Literacy teaching resources.
4. Define, Compare, and contrast methods for assessing growth in early literacy.
 - a. Demonstrate knowledge of various means of assessment and remediation including formal and informal means.
 - b. Describe components of an appropriate literacy assessment.