



## **SYLLABUS**

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### **CATALOG DESCRIPTION**

Designed to prepare early childhood professionals for promoting children's emergent literacy and reading development. The course addresses ways in which early childhood professionals and elementary teachers can foster young children's phonemic awareness, literacy problem solving skills, phonics instruction, fluency, vocabulary, comprehension and language development. Strategies support emergent literacy and reading skills of native speakers and English language learners.

Prerequisites: ENGL-099 and RDNG 113 or appropriate English and Reading Accuplacer score

Semester Offered: Spring

Co-listed: EDUC 264 Elementary Reading and Language Development

#### **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**

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

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

#### **GENERAL LEARNING OBJECTIVES**

A copy of this approved syllabus is on file in the dean's office.

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.