



SYLLABUS TEMPLATE

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| Course Number Course Name | ECE 222 Introduction to Language, Literacy and Reading |
| Credit Value (Breakdown of theory and lab credits) | 3 Theory |
| Catalog Course Description | <p>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. (Summer) (3, 3T+0L)</p> |
| Student Learning Outcomes of the course | <p>Upon completion of this course, students will be able to demonstrate the following competencies, at the established levels of proficiency:</p> <p>A7. – Demonstrate knowledge of the many functions that language serves in the cognitive, social, and emotional aspects of development in the formative years.</p> <ul style="list-style-type: none"> a.) Describe the relationship between children’s language development and cognitive, social, and emotional development. b.) Use observations of language expressed by infants, toddlers, preschoolers, and school-age children to plan cognitive, social, and emotional development activities. c.) Identify and develop language-based activities that support cognitive, social, and emotional growth and development. <p>A8. – Demonstrate knowledge of the developmental sequence of language and literacy, including the influence of culture and home factors.</p> <p>Use observations and describe the language of infants, toddlers, preschoolers, and school-age children in the context of family and culture.</p> <ul style="list-style-type: none"> a.) Describe the relationship between language development and cognitive development. b.) Demonstrate knowledge of language and literacy development. c.) Develop activities that promote development of language and literacy in the context of the family and culture. <p>A9. – Demonstrate knowledge of how children acquire and use verbal, non-verbal, and alternative means of communication.</p> <ul style="list-style-type: none"> a.) Observe and identify how children develop and use communication strategies to meet their needs. b.) Describe how adults support the child’s use of verbal, non-verbal, and alternative means of communication. c.) Describe the theoretical foundations related to the acquisition and use of verbal, non-verbal, and alternative means of communication. d.) Identify appropriate strategies to respond to children’s communication cues. |



C8. – Develop partnerships with family members to promote early literacy in the home.

- a) Identify ways to communicate with families about the importance of emergent literacy activities in the home.
- b) Identify a variety of literacy materials suitable for use in the home.
- c) Identify ways to support families’ use of literacy materials with their children.
- d) Share community resources with families to promote literacy.

C10. – Establish partnerships with community members in promoting literacy.

- a) Identify ways to develop partnerships with community members in promoting child and family literacy.
- b) Identify community-based literacy activities and events that may be integrated into the curriculum.

D4. – Demonstrate knowledge of the reading and writing components of emergent literacy at each developmental level.

- a.) Identify and discuss the multiple factors impacting language development.
- b.) Describe the sequence of language development.
- c.) Develop an understanding of the relationship between communication and emergent literacy.
- d.) Identify and discuss emergent reading and writing skills for all children.
- e.) Describe the continuum of emergent literacy.
- f.) Plan and implement activities that facilitate the development of emergent literacy skills.

D7. – Provide and use anti-bias materials/literature and experiences in all content areas of the curriculum.

- a) Identify a variety of anti-bias materials, literature, and experiences appropriate for young children.
- b) Evaluate various early childhood materials, literature, and experiences that perpetuate bias or foster anti-bias.
- c) Plan a curriculum that reflects and celebrates each child’s diversity.
- d) Discuss the impact of bias on self-concept/esteem, educational success, aspirations and school/community participation.

E9. – Create and manage a literacy-rich environment that is responsive to each child’s unique path of development.

- a) Observe and identify typical stages of oral language development of children and identify characteristics of language difference.
- b) Describe individual children’s use of language in various settings.
- c) Describe forms of symbolic representation.
- d) Plan and implement a literacy-rich environment that encourages children’s use of language and other forms of symbolic representation.

E10. – Use a variety of strategies during adult-child and child-child interactions and facilitate communication and dialogue of expressive language and thought.

- a) Identify ways to interact with young children to facilitate the development of expressive language and thought.
- b) Support young children’s expressive language development by interacting with them in ways that facilitate language development.
- c) Implement a variety of learning strategies to facilitate expressive language and thought in young children.



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| | <p>E11. – Demonstrate a variety of developmentally appropriate instructional strategies that facilitate the development of literacy skills.</p> <ul style="list-style-type: none"> a.) Describe the developmental stages of reading and writing. b.) Describe strategies to support children’s reading and writing skills at each developmental level. c.) Plan and implement developmentally appropriate strategies to support children’s reading and writing skills. |
| <p>College-Wide Student Learning Outcomes</p> | <p>ECE 222 learning objectives align with the following NNMC College Wide Goal:</p> <p>Communication Use the verbal, written, listening, and visual skills necessary to analyze, synthesize and cite information, construct arguments, identify and solve problems, and engage across academic fields and civic discourse.</p> <p>Critical Thought Infer specific contexts and situations for learning by asking essential questions and applying both quantitative or qualitative methodologies and processes to solve problems.</p> <p>Cultural Competence Ability to perceive situations from various cultural and ethical contexts; to realize the role of the individual in influencing societal consequences; understand the importance of character values such as but not limited to: truthfulness and personal integrity, sense of responsibility, sense of fairness and justice, to test conventional wisdom for the pursuit of truth empathy, compassion, and general good citizenship.</p> <p>Information Literacy Ability to use current technology including (where applicable) but not limited to: computer software such as word processors, statistics/analytical programs, simulation programs, musical/artistic programs, and other software that increases overall ability and understanding; machinery and industrial processes that contributes towards increased productivity and efficiency; Innovation or the application of creativity or original thought.</p> |