



## SYLLABUS TEMPLATE

<b>Course Number Course Name</b>	ECE 476 Teaching and Learning Reading and Writing
<b>Credit Value (Breakdown of theory and lab credits)</b>	3 theory
<b>Catalog Course Description</b>	<p>The foundation of this course is an understanding of the reading process including the relationship between reading, writing, listening, and speaking, individual needs and abilities in reading instruction, and classroom organization and selection to support literacy development. Concepts of phonemic awareness, phonics instruction, vocabulary development, fluency, and comprehension are integrated with the use of developmentally appropriate authentic assessment techniques, immersion and multicultural literacy. Pre-requisites: Early Childhood Education Core, Passing the Essential Academic Skills Assessment, Admission to the B.A. in Early Childhood Education Program. (3, 3T+0L)</p>
<b>Student Learning Outcomes of the Course</b>	<p>This course is part of the articulated Universal Catalogue of Courses for Early Childhood Education in the State of New Mexico. 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:</p> <p>Demonstrate understanding and apply the following mathematical concepts:</p> <ol style="list-style-type: none"> <li>1. H.1.a – Demonstrate an understanding of the foundations of reading and language including research on children’s literacy development, the relationship between oral and written language, and help children learn to speak, read, write, and listen.</li> <li>2. H.1b – Demonstrate knowledge of the cultural, linguistic, environmental, and psychological factors and reading and language arts development.</li> <li>3. H.1c – Articulate characteristics of proficient and nonsufficient leaders and teacher’s role in support of all literacy development.</li> <li>4. H.1d – Demonstrating understanding of language structure including grapho-phonics, semantics, syntax, and pragmatic systems.</li> <li>5. H.1.e– Demonstrate understanding of the use of classroom reading assessment and to understand student’s instructional level and modify instructions appropriately.</li> <li>6. H.1.f – Link assessment and instruction to New Mexico language arts content standards, benchmarks, and performance standards.</li> <li>7. H.1.g – Apply strategies of differentiated instruction based on the needs of children in all areas of literacy development including oral language development.</li> <li>8. H.1.h – Facilitate activities to develop fluency; the ability to read text accurately and rapidly.</li> <li>9. H.1.i – Facilitate vocabulary development, including both explicit instruction and indirect vocabulary development for authentic literature, cultural relevancy, and student experiences.</li> </ol>



	<ol style="list-style-type: none"> <li>10. H.1.j – Facilitate comprehension strategies including: instruction on predicting, rereading, questioning, Sequencing, summarizing, recounting, reading for pleasure analytical and critical reading, activities to develop fluency, the ability to read text accurately and rapidly; and study strategies.</li> <li>11. H.1.k – Facilitate writing instruction, including different types of writing for different audiences and purposes, selling generalization; grammar instruction with an authentic context; and writing processes including drafting, revising, and editing.</li> <li>12. H.1.l – Demonstrate knowledge of how children develop literacy for these a culturally relevant pedagogy to demonstrate and promote an understanding of the importance of resources students bring to the classroom; evaluation of text for quality, cultural appropriateness; and the creation of opportunities for students to consider, respond to and discuss spoken and written materials including children’s literature, nonfiction, technological media, stories, columns, biographies, texts from various subject areas.</li> <li>13. LG – Support playing in children’s Learning and development from age 3-grade 3</li> <li>14. L7 – Demonstrate student knowledge and skills in using technology as a teaching and learning tool.</li> <li>15. I.9 – Demonstrate the ability to analyze and critique early childhood curriculum experiences in terms of the relationship of the experiences to the research-based professional standards.</li> <li>16. L10 – Established high quality and meaningful language and literacy experiences across the developmental continuum, using language, reading, and writing to facilitate skill development for strengthening children’s cultural identity.</li> <li>17. I.11 – Demonstrate knowledge of second language acquisition and bilingualism including the diversity of home language environments.</li> <li>18. R.12 – Facilitate family involvement so that children’s learning, and planning for children’s transitions to new programs.</li> <li>19. I.13 Demonstrate conceptual knowledge of the principles and standards derived from professional content organizations (Zero to Three, NAEYC, DEC) For curriculum– decision-making.</li> <li>20. Demonstrate the use of reflective practice. I.14.</li> </ol>
<p><b>College-Wide Student Learning Outcomes</b></p>	<p>ECE 476 learning objectives align with the following NNMC College Wide Goals:</p> <p><b>Communication</b>            NNMC 1.a – Express ideas coherently and persuasively through oral and written communication.            NNMC 1.b – Speak coherently and appropriately for various audiences and situations.            NNMC 1.c – Present ideas and information effectively for specific purposes through written statements.</p> <p><b>Critical Thought</b>            NNMC 2.a – Analyze and synthesize information            NNMC 2.d – Function as independent thinkers and as members of collaborative groups.</p> <p><b>Cultural Competence</b>            NNMC 3.a – Understand and appreciate cultural diversity</p>



	<p><b>Information Literacy</b></p>
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NNMC 4.b – Locate relevant information in printed and electronic form and credit it properly

NNMC 4.e – Utilize and operating system effectively and produce documents using generic office programs such as word processing, spreadsheet and presentation software

NNMC 4.f – Use the internet to communicate effectively through e-mail and other communication tools.