



**Course Name:** ECED 2115 Introduction to Language, Literature and Reading  
**Credit Hours:** 3

**Semester Taught:** Spring  
**Time, and Place:**

**Instructor Information:**

Instructor:	Communication Information:	Office Hours:
-------------	----------------------------	---------------

**Required Text:**

Book 1: Bardige, B. S. (2016). *Talk to me baby! How you can support young children’s language development.* (2<sup>nd</sup> ed.). Baltimore, MD: Paul H. Brooks Publishing Company.  
 Book 2 Christie, J., Enz, B., & Virkelich, C. (2014). *Teaching language and literacy: Preschool through the elementary grades* (5<sup>th</sup> ed.). Boston, MA: Allyn & Bacon

**Required Materials or Readings:**

<http://www.readwritethink.org>  
<http://reading.org/choices/www.tesol.org/>

**E-mail Requirement:** All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

**Attendance:** Attendance is required for all class sessions. Attendance will be measured in discussion posts to classmates and completing assignments on time. Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor. Number of Instructor/Student hours: 3 credit hours equal 45 contact hours.

**Catalog Course 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. (3,3T+0L).

**Course Objectives:**

1. Explore how experience and attitudes toward literacy learning may impact teaching and practices.
2. Develop a foundation for understanding language acquisition, literacy development, and the components of literacy for children birth – 3<sup>rd</sup> grade.
3. Build learning activities and outcomes based on understanding of literacy development in children birth – 3<sup>rd</sup> grade.
4. Integrate the concepts and skills learned during the semester to create a literacy experience for kindergarten – 3<sup>rd</sup> grade students.
5. Work collaboratively to promote community, home and school-based literacy.

**NM Teacher Competencies (InTASC), College of Education’s Conceptual Framework, and the NNMC Student Learning Outcomes.**

*New Mexico Entry Level Teacher Competencies (InTASC):*



A: Child growth, development and learning: Foundations for all learning are established during early childhood. Biological-physical, social, cultural, emotional, cognitive, and language domains are inherently intertwined in growth and development. Early childhood professionals must understand this process of development and the adult's role in supporting each child's growth, development, and learning. **A.7, A.8, A.9.**

C: Family and community collaboration: Early childhood professionals are committed to family-centered practices. They maintain an open, friendly, and cooperative relationship with each child's family, encouraging family involvement, and supporting the child's relationship with his or her family. The diverse cultures and languages representative of families in New Mexico's communities are honored. **C.8, C.10.**

D. Developmentally appropriate content: Early childhood professionals demonstrate knowledge of child development and learning, as well as content knowledge, both in terms of academic disciplines and interdisciplinary integration. Their approach to curriculum content emerges from multiple sources, such as play and exploration, and is appropriate for the ages and developmental levels of the children with whom they work. Content includes, but is not limited to, the arts, literacy, mathematics, physical education, health, social studies, science, and technology. Children's initial experiences with these content areas form the foundation for later understanding and success. **D.4, D.7.**

E: Learning environment and curriculum implementation: Teaching and learning with young children is a complex process embedded in relationships. These teaching and learning relationships provide the scaffold for jointly constructing meanings about self, others, and the world. Early childhood professionals use their child development knowledge, their knowledge of optimal development and learning for all children from birth through age eight. In addition, their use of observations is grounded in a thorough understanding of children's families, cultures, and communities. Early childhood professionals encourage young children's problem solving, critical thinking, and academic and social competence within a supportive and challenging learning environment. These challenging teaching and learning experiences build children's confidence in themselves as competent learners. **E.9, E.10, E.11.**

**COE's Conceptual Framework** - The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

#### **Knowledge Principle-**

1. Curriculum: the teacher candidate demonstrates knowledge of the content area and approved curriculum.
2. Instruction: the teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.
3. Teaching: the teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.
4. Learning: the teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

#### **Skills-**

2. Utilization of Planning and Assessment tools

#### **Dispositions-**

1. Fairness
2. A belief that all students can learn

#### **NNMC Student Learning Outcomes**



- 2. Ability to think critically through analytical, inventive and creative means
- 3. Demonstrate commitment to address cultural, social, and ethical responsibilities

**Assignment Descriptions/ Alignment:**

Assignment	NMPED Teacher Competencies	Knowledge, Skill or Disposition	NNMC SLO	Point Value
Chapter Readings and Reflection	A. 7, 8, 9, 8, 10, C. 8, 10 D. 4, 7, E. 9, 10, 11 Objectives 1-5	K 1, 2, 3, 4 S2, D2	2, 3	10@3 =30 pts.
Midterm Exam	A7, 8, 9, C 8, 10	K 1, 2, 3, 4 S2,	2	1@15 =15 pts.
Create a “Literacy Suitcase” by collecting appropriate books/literacy items. Write a 1 to 2-page, double-spaced report using the APA format to describe your collection of literacy materials for one level. The items may include books, puppets, flannel board stories, print materials of a selected theme placed in a suitcase. A 10-15 minute talk includes the description and developmental literacy levels of the materials.	A. 7, 8, 9, C. 8, 10, D. 4, 7 E. 9, 10, 11 Objectives 2, 3, 4	K1, 2, 4 S 2 D 2	2, 3	1@20 =20 pts.
Develop a ‘Book Pick’ 10-15-minute talk and 2 to 3-page double-spaced report on a book for the group to purchase. Genres include: picture storybooks, chapter books, poetry, multicultural folktales or fairytales.	A. 7, 8, 9, C.8, 10, D. 4, 7, E. 9, 10, 11 Objective 1	K1, 2, K, S2 D 2	2, 3	1@20 =20 pts.
Final Exam	A. 7, 8, 9, 10, C. 8, 10 D. 4, 7, E. 9, 10, 11 Objectives 2, 4	K 1, 2, 3, 4 S2,	2	15 pts.

**Course Dates, Topics, Assignments:**

Date	Topic/Text Topic	Assignment
Week 1	Understanding Families	Introduction Syllabus
Week 2	Oral Language Development	Reading, Reflection 1 Write a one-page, double-spaced reflection. When reading: a) read assignment with diligence; b) develop scholarly notes; and c) reflect on the text with a high level of thinking.
Week 3	Collaborating with Families	Reading, Reflection 2
Week 4	Oral Language Learning	Reading, Reflection 3
Week 5	Emergent Literacy Strategies	Discussion <b>Midterm</b>
Week 6	Teaching Early Reading and Writing	Reading, Reflection 4



Week 7	Beginning Reading Instruction	Reading, Reflection 5
Week 8	Reading Instruction Grades 1 to 2	Reading, Reflection 6
Week 9	Reading Instruction Grade 3	'Literacy Suitcase'-Write a 1 to 2-page, double-spaced report using the APA format to describe your collection of literacy materials for one level. The items may include books, puppets, flannel board stories, print materials of a selected theme placed in a suitcase. A 10-15-minute talk includes the description and developmental literacy levels of the materials. Students make presentation to class.
Week 10	Encouraging Writers	Reading, Reflection 7
Week 11	Engaging Writers, Mechanical Skills of Writing	Reading, Reflection 8
Week 12	English Language Learners	Discussion TESOL web site
Week 13	Print Rich Environment	Reading, Reflection 9 'Book Pick'- Write a 1 to 2-page, double-spaced report using the APA format to describe your book selection. Choices include: picture storybooks, chapter books, poetry, multicultural folktales or fairytales. A 10-15-minute presentation in class includes the description of the book and your passion to sell the book to your peers.
Week 14	Assessing Early Literacy	Discussion
Week 15	Assessing Literacy of Older Students	Reading, Reflection 11
Week 16	Language, Literacy and Reading	<b>Final Exam</b>

**Grading:**

A+ 100 - 97

A 96 - 93

A- 92 - 90

B+ 89 - 87

B 86 - 83

B- 82 - 80

C+ 79 - 77

C 76 - 73

C- 72 - 70

D+ 69 - 67

D 66 - 63

D- 62 - 60

F 59 - 0

**Late Work:** Your work is due on the date indicated on the syllabus. Any exceptions are at the discretion of the professor and must be agreed to in advance.

**Students with Disabilities:** Northern New Mexico College recognizes its responsibility for creating an institutional climate in which students with disabilities can succeed. In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in this class. Please contact Verna Trujillo, Coordinator of Accessibility and Resource Center at 505-7472152 or [v.trujillo@nmmc.edu](mailto:v.trujillo@nmmc.edu) to inquire about appropriate accommodations. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.



**NNMC Incomplete Policy:** The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with your instructor. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

**Academic Ethics:** Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1) submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with your name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.

Students are responsible for referring to the Student Handbook for specific policies and procedures.

