



Purpose: It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

Course Title – Emergent Literacy for Early Childhood

Course Prefix and Number – CDEC 1356

Department – Education/Early Childhood

Division –
Technology and Business

Course Type: (check one)

- Academic General Education Course (from ACGM – but not in WCJC Core)
- Academic WCJC Core Course
- WECM course (This course is a Special Topics or Unique Needs Course: Y or N)

Semester Credit Hours # : Lecture hours# : Lab/other hours # 3:3:0

Equated Pay hours for course – 3 hours

Course Catalog Description - An exploration of principles, methods, and materials for teaching young children language and literacy through a play-based integrated curriculum.

Prerequisites/Corequisites - CDEC 1313

List Lab/ Other Hours
Lab Hours 0
Clinical Hours 0
Practicum Hours 0
Other (list) 0

Approvals – the contents of this document have been reviewed and are found to be accurate.

Prepared by Barbara S. Lynn	Signature <i>Barbara S. Lynn</i>	Date 06/30/09
Department Head Barbara S. Lynn	Signature <i>Barbara S. Lynn</i>	Date 06/30/09
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Vice-President Dr. Ty Patc Dean	Signature <i>Lac</i>	Date 7-22-09



I. Topical Outline – Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, clinical or other non lecture instruction):

- * Define literacy and emergent literacy across developmental stages (birth -age 12)
- * Analyze various theories of language development (including, but not limited to behaviorism, nativism, social learning theory, Chomsky, and early brain development)
- * Describe the teacher's or other adult's role in promoting emergent literacy
- * Analyze elements which help to create literacy environments for children (birth-age 12)
- * Create literacy environments for children (from birth-age 12)
- * Select and share appropriate literature with children (from birth-age 12)
- * Design appropriate ways to extend literature with children and to integrate listening, speaking, early reading and early writing experiences
- * Discuss methods and interventions available for children with delayed or atypical language and literacy development

National Association for the Education of Young Children (NAEYC) Standards measured in this course:

1. Promoting child development and learning
2. Teaching and learning
3. Becoming a professional

II. Course Learning Outcomes

Course Learning Outcome	Method of Assessment
<ol style="list-style-type: none"> 1. Apply principles of language and literacy development in children along with developmentally appropriate practices to design appropriate activities to foster early language and literacy. 2. Define, describe, and analyze theories of language development in children birth-age 12. 3. Describe the teacher's or adult's role in promoting language and literacy in children birth-age 12. 4. Describe the typical milestones in language and literacy development in children (birth-age 12) and discuss intervention options and accommodations for children with delayed or atypical language development. 	<ol style="list-style-type: none"> 1. Students will submit a term project including 6 literature selections for a particular age group and literacy activities designed for the same age group. This project will be graded by a departmental rubric with the student achieving a minimum grade of 70 points. 2. 3. 4. In class assignment, midterm, final exams, and other quizzes deemed necessary by the instructor. Minimum grade of 70 to meet the standard.

III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.

Machado, J. M. (2007). *Early Childhood Experiences in Language Arts /Early Literacy*, 8th ed. Clifton Park, NY: Thomson Delmar. ISBN 13: 9781418000264

Bredecamp & Copple (2009). Developmentally appropriate practices in programs serving children (3rd ed.) Washington, DC: NAEYC. ISBN 13: 9781928896647.

IV. Suggested Course Maximum – 35

V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.
None

VI. Course Requirements/Grading System – Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course

After reading the text book and participating in class lecture and discussions, students will compile and arrange a term project: select and extend 6 literature books for children in a specific age group (birth-grade 4) and 6 additional literacy activities for the same age group. The project will be graded according to a departmental rubric, and students will share portions of the project in class. Students will take written tests designed by the instructor. Grades will be determined in the following manner:

10% Attendance and class participation

60% Written tests

30% Term project of Language/Literacy Activities

VII. Curriculum Checklist

- **Academic General Education Course** (from ACGM – but not in WCJC Core)
No additional documentation needed

- **Academic WCJC Core Course**
Attach the Core Curriculum Checklist, including the following:

- Basic Intellectual Competencies
- Perspectives
- Exemplary Educational Objectives

- **WECM Courses**
Attach the following:

- Program SCANS Matrix
- Course SCANS Competencies Checklist