



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 language and literacy through a play-based integrated curriculum to children from birth through age eight.

List Lab/ Other Hours
Lab Hours 0
Clinical Hours 0
Practicum Hours 0
Other (list) none

Prerequisites/Co-requisites - None

Prepared by Barbara S. Lynn

Date 06-19-2015

Reviewed by Department Head Barbara S. Lynn

Date 06-19-2015

Accuracy verified by Division Chair David Kucera

Date 07/10/2015

Approved by Dean or Vice President of Instruction Leigh Ann Collins

Date 12/3/15



- 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)

Theories of language development (behaviorism, nativism—Chomsky, social learning theory, Vygotsky, Piaget, etc.)

Early Brain Development

Role of the parent, caregiver, teacher, and other adults in stimulating children’s language

Importance of conversations and early language experiences in infancy and toddler years

Defining Language Arts (oral language and literacy-written language)

Listening, Speaking, Reading, Writing

Letter recognition

Sounds of language (Phonics)

Phonemic awareness

Beginning Reading

Beginning Writing

Reading and Writing in the Elementary Years

Acquiring English as a second language (English Language Learners)

Play-based techniques for literacy

Environments for literacy

Selecting and utilizing children’s literature in a variety of content areas (language arts, math, science, social studies, and fine arts)

And other topics deemed relevant by the instructor

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. Observing, documenting, and assessing
4. Using developmentally appropriate approaches to connect with children and families
5. Using content knowledge to build meaningful curriculum
6. Becoming a professional

II. Course Learning Outcomes

Learning Outcomes	Methods of Assessment
<p>Upon successful completion of this course, students will:</p> <ol style="list-style-type: none"> 1. Define literacy and emergent literacy 2. Analyze various theories of language development 3. Describe the teacher's role in promoting emergent literacy 4. Create literacy environments and experiences for children 5. Select and share appropriate literature with children. 6. Reflect on developmentally appropriate practice and application of course content to Early Childhood settings 	<p>1-2-3. In-class assignments, midterm (with minimum of one essay question), final exam, and other quizzes deemed necessary by the instructor. Minimum grade of 70 to meet the standard.</p> <p>3-4-5. Students will submit a term project including 6 literature selections for a particular age group (birth-grade 4) and 6 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 to meet the standard.</p> <p>6. Written, in-class journal reflections on the weekly topic of study and its application to early childhood settings.</p>

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

Machado (J. M.). *Early childhood experiences in Language Arts: Early literacy, most recent edition*, Cengage.

Bredecamp, S. & Copple, C. (2009). *Developmentally appropriate practice in early childhood programs (3rd ed.)*. NAEYC: Washington, DC. ISBN 13: 978192889664

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, class participation, and participation in weekly in-class reflections

60% Written tests (minimum of midterm with one essay question and a final exam)

30% Term project of Language/Literacy Activities

Grading Scale

A-90-100%

B-80-89%

C-70-79%

D-60-69%

F-59 and below

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 Course** If needed, revise the Program SCANS Matrix & Competencies Checklist.