

Department:

Early Childhood

Course Description:

This course will prepare current or future early childhood teachers to enhance the early literacy outcomes of young children by improving teachers' knowledge of early literacy development. Students will develop an in-depth understanding of language development and acquisition. Students will acquire skills and knowledge in facilitating early literacy to young children, and how to involve parents and families in the process.

Course Competencies:

Upon completion of the course, the student should be able to:

1. Offer opportunities for emerging literacy.
2. Read to children, modeling proper inflection, emphasis and meaning.
3. Use conversations to enrich and expand vocabulary.
4. Revisit learning activities with children so they can reflect and build on previous learning to develop and refine thinking skills.
5. Interact with children in ways that facilitate the development of expressive language and thought.
6. Use concrete experiences and play to enhance and extend young children's language development and emerging literacy.
7. Demonstrate an understanding of how children understand and use speech and language as well as other forms of communication at all ages and stages of development.
8. Plan, implement, and evaluate language experiences and activities.
9. Facilitate the relationship between spoken and printed words in a print rich environment.
10. Design curriculum consistent with current theories of language use and language acquisition.
11. Inform others, including families, about the importance of adult/child and child/child interactions.

Course Content:

- A. Defining literacy and emergent literacy terms:
 1. List and define vocabulary words.
 2. Describe appropriate practice related to vocabulary terms.
- B. Appropriate assessment of children's development and learning
 1. Use appropriate environmental checklists to assess literacy environments.
 2. Discuss and develop individualizing goals and adapting literacy materials for children with disabilities, children who are nonnative English speakers, and children with special learning needs.

3. Explain how to involve families and other professionals in assessing children's learning and development.
- C. The teacher's role in promoting early literacy.
 1. Describe the teacher's role in intentionally using the environment to promote early literacy.
 2. Describe a range of effective teaching strategies to support children's literacy.
 3. Use teacher checklists to assess teaching strategies.
- D. Effective literacy environments for young children.
 1. Provide opportunities for children to engage in writing to support oral language, reading, and code learning.
 2. Describe adult/child and child/child interactions that support children's oral and written language development and builds quantity and complexity of vocabulary.
 3. Describe the stages of writing from scribbling to conventional writing.
 4. Explain how various types of play supports language and early literacy development.
- E. Ways to involve families in literacy development.
 1. Discuss the importance of working with families in the development of early literacy.
 2. Analyze cultural influences on language and literacy development.
 3. Develop specific strategies to engage families in creating and supporting literacy rich environments.
 4. Describe ways of engaging families in talking, storytelling and reading with children.
 5. Analyze the appropriate uses and benefits of large group, small group and individual book reading, and repeated readings.
 6. Explain criteria for selecting high quality, developmentally and culturally appropriate books and materials, including computer software.
 7. Analyze books and literacy materials for bias.
 8. Use a variety of appropriate learning experiences and teaching strategies to promote children's phonological awareness.

Learning Assessments:

Students will be evaluated by defining vocabulary words, attendance, participation, activities, final book project, and classroom presentation.

Instructional Methods:

Instructional methods used in this course include, but not limited to, lectures, textbook, videos, observations, discussions, group work, demonstrations, handouts, notes, and related articles.

Instructional Materials:

Morrow, L. M. (2020). *Literacy Development in the Early Years, Helping Children Read and Write* (9 ed.). Boston: Pearson Education. ISBN-13: 978-0-13-489823-0

Guidelines for Requesting Accommodations Based on Documented Disability or Medical Condition

It is the intention of Highland Community College to work toward full compliance with the Americans with Disabilities Act, to make instructional programs accessible to all people, and to provide reasonable accommodations according to the law.

Students should understand that it is their responsibility to self-identify their need(s) for accommodation and that they must provide current, comprehensive diagnosis of a specific disability or medical condition from a qualified professional in order to receive services. Documentation must include specific recommendations for accommodation(s). Documentation should be

provided in a timely manner prior to or early in the semester so that the requested accommodation can be considered and, if warranted, arranged.

In order to begin the process all students **must** complete the “Disabilities Self-Identification Form” on our [Disability Services website](#).

This form can also be accessed at the Highland Community College homepage under Students Services/Student Resources/Disability Service or by contacting the Disabilities Coordinator.

A Note on Harassment, Discrimination and Sexual Misconduct

Highland Community College seeks to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX, and College policy prohibit harassment, discrimination and sexual misconduct. Highland Community College encourages anyone experiencing harassment, discrimination or sexual misconduct to talk to report to the Vice President for Student Services, the Human Resources Director or complete an [online report](#) about what happened so that they can get the support they need and Highland Community College can respond appropriately.

There are both confidential and non-confidential resources and reporting options available to you. Highland Community College is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Responses may vary from support services to formal investigations. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, please review our [Equity Grievance Policy](#).