PUBLIC SECTOR TECHNICAL COMMUNITY COLLEGE
MASTER SYLLABUS

LANGUAGE AND LITERACY DEVELOPMENT IN EARLY CHILDHOOD
ECED 2095

Class Hours: 3.0 Credit Hours: 3.0
Laboratory Hours: 0.0 Revised: Fall 06

Note: This course is not designed for transfer credit.

Catalog Course Description:

This course outlines the research-based principles and practices for providing young children aged birth to nine a strong foundation in language and literacy within a developmentally appropriate approach. Field Experiences required.

Entry Level Standards:

Must be able to read and write at the college level.

Prerequisites:

ECED 2015, 2020, or Department Approval

Textbook(s) and Other Course Materials:


I. Week/Unit/Topic Basis:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Emergent Literacy</td>
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<tr>
<td>2</td>
<td>Reading Curriculum</td>
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<td>3</td>
<td>Reading Curriculum</td>
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<tr>
<td>4</td>
<td>Reading Environment</td>
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<td>5</td>
<td>Reading Environment</td>
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<td>6</td>
<td>Oral Language</td>
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<td>7</td>
<td>Literacy through play</td>
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<tr>
<td>8</td>
<td>Learning the code of language</td>
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II. Course Objectives*:

A. Display a knowledge of experiences for children to engage in play that incorporates literacy tools and heightens awareness of spoken and written language in culturally respectful environments. III,IV

B. Demonstrate effective strategies for involving families in supporting language and literacy in young children. III,IV

C. Demonstrate and knowledge of appropriate literature and other learning materials for diverse learners and respond individual, cultural, and linguistic variation among. III,IV

D. Demonstrate a knowledge of tools for assessing children’s language development and literacy learning. III,IV

E. Demonstrate an understanding of planning appropriate experiences for children that support the development of the specific language and literacy skills in the areas of listening and understanding, speaking and communicating, phonological awareness, book knowledge and appreciation, print awareness and concepts, early writing, and alphabet knowledge. III,IV

*Roman numerals after course objectives reference goals of the ECEd program.

III. Instructional Processes*:

Students will:

1. Compile various literature resources for various ages to facilitate class discussion. *Communication Outcome, Technological Literacy Outcome*

2. Research and develop literacy activities extend professional knowledge. *Technological Literacy Outcome, Transitional Strategy*

3. Use assigned course text as a reference for teaching literacy and language. *Communication Outcome, Active Learning Strategies*

4. Use the internet to communicate with the instructor or classmates. *Communication Outcome, Technological Literacy Outcome*

*Strategies and outcomes listed after instructional processes reference TBR’s goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*:
Upon successful completion of this course, the student should be able to:

1. Choose an appropriate collection of poems, songs, and finger plays to heighten phonological awareness. A,B,C,D,E

2. Research and develop an appropriate list of literature for infants, toddlers, and preschoolers. A,B,C,D,E

3. Develop and present appropriate lessons and activities for language and literacy learning for infants, toddlers, and preschoolers. A,B,C,D,E

4. Develop family literacy activities for take home language and literacy opportunities. A,B,C,D,E

5. Complete exams on terms, concepts, and strategies for providing a strong foundation in language and literacy. A,B,C,D,E

*Letters after performance expectations reference the course objectives listed above.

V. Evaluation:

A. Testing Procedures:

Students will complete regular assessments to test their knowledge of early childhood practices and theories.

B. Laboratory Expectations:

Students will keep a journal, reflecting on class topics and readings. They will share in writing the knowledge they have learned and how they will use this knowledge in the classroom.

C. Field Work:

Students will observe and assess an early childhood education environment.

D. Other Evaluation Methods:

N/A

E. Grading Scale:

VI. Policies:

A. Attendance Policy:

Pellissippi State expects students to attend all scheduled instructional activities. As a minimum, students in all courses must be present for at least 75 percent of their scheduled class and laboratory meeting in order to receive credit for the course.

B. Academic Dishonesty:

Please refer to the current Pellissippi catalog.

C. Accommodations for disabilities:
If you need accommodations because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please inform the instructor immediately. Please see the instructor privately after class or in his/her office. Students must present a current accommodation plan from a staff member in Services for Students with Disabilities (SSWD) in order to receive accommodations in this course. Services for Students with Disabilities may be contacted by going to Goins 127 or 131 or by phone: 694-6751(Voice/TTY) or 539-7153.

Posted: September 22, 2006