

PELLISSIPPI STATE COMMUNITY COLLEGE
MASTER SYLLABUS

**LANGUAGE & LITERACY DEVELOPMENT IN EARLY CHILDHOOD
ECED 2080**

Class Hours: 3.0

Credit Hours: 3.0

Laboratory Hours: 0.0

Revised: Fall 2012

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.

Entry Level Standards:

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

Prerequisites:

ECEd 2015 and 2020; or department approval

Textbook(s) and Other Course Materials:

Neuman, S., Copple, C., & Bredekamp, S. (2001). *Learning to read and write: Developmentally Appropriate Practices for Young Children*. Washington, D.C.: NAEYC. ISBN: 0-935989-87-0

Beaty, J. (2005). *50 Early Childhood Literacy Strategies*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall. 0-13-118154-8.

Web sites as assigned

I. Week/Unit/Topic Basis:

Week	Topic
1	Emergent Literacy
2	Reading Curriculum
3	Reading Curriculum
4	Reading Environment
5	Reading Environment
6	Oral Language
7	Literacy through play

8	Learning the code of language
9	Cultural and linguistic diversity
10	Reading with special needs
11	Partnering with families
12	The essential role of intentional teaching
13	Motivating children to read
14	Assessing reading skills
15	Final Exam period

II. Course Goals*:

The course will:

- 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 goals reference goals of the ECEd program.

III. Expected Student Learning Outcomes*:

The student will 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

* Capital letters after Expected Student Learning Outcomes reference the course goals listed above.

IV. 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

V. Policies:

A. Attendance Policy:

Pellissippi State expects students to attend all scheduled instructional activities. As a minimum, students in all courses (excluding distance learning courses) must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course. Individual departments/programs/disciplines, with the approval of the vice president of Academic Affairs, may have requirements that are more stringent. In very specific circumstances, an appeal of the policy may be addressed to the head of the department in which the course was taken. If further action is warranted, the appeal may be addressed to the vice president of Academic Affairs.

B. Academic Dishonesty:

Academic misconduct committed either directly or indirectly by an individual or group is subject to disciplinary action. Prohibited activities include but are not limited to the following practices:

- Cheating, including but not limited to unauthorized assistance from material, people, or devices when taking a test, quiz, or examination; writing papers or reports; solving problems; or completing academic assignments.
- Plagiarism, including but not limited to paraphrasing, summarizing, or directly quoting published or unpublished work of another person, including online or computerized services, without proper documentation of the original source.
- Purchasing or otherwise obtaining prewritten essays, research papers, or materials prepared by another person or agency that sells term papers or other academic materials to be presented as one's own work.
- Taking an exam for another student.
- Providing others with information and/or answers regarding exams, quizzes, homework or

other classroom assignments unless explicitly authorized by the instructor.

- Any of the above occurring within the Web or distance learning environment.

C. Accommodations for disabilities:

Students who need accommodations because of a disability, have emergency medical information to share, or need special arrangements in case the building must be evacuated should inform the instructor immediately, privately after class or in her or his 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, 132, 134, 135, 131 or by phone: 539-7153 or TTY 694-6429. More information is available at <http://www.pstcc.edu/sswd/>.