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 their 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 in young children, and how to involve parents and families in the process.

Course Competencies:

In this course, students will...

1. Offer opportunities for emerging literacy.
2. Demonstrate realistic expectations for children’s understanding and use of speech.
3. Read to children, modeling proper inflection, emphasis and meaning.
4. Use conversations to enrich and expand vocabulary.
5. Revisit learning activities with children so they can reflect and build on previous learning to develop and refine thinking skills.
6. Encourage the relationship between spoken and printed words.
7. Interact with children in ways that facilitate the development of expressive language and thought.
8. Use concrete experiences and play to enhance and extend young children's language development and emerging literacy.
9. Demonstrate an understanding of how children use language as well as other forms of communication at all ages and stages of development.
10. Plan, implement, and evaluate language experiences and activities.
11. Immerse children in a print rich environment.
12. Facilitate the relationship between spoken and printed words.
13. Design curriculum consistent with current theories of language use and language acquisition.
14. 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, especially the Creative Curriculum checklists.
2. Discuss and develop individualizing goals and adapting literacy materials for children with disabilities, children who are non-native 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 support 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:
Defining vocabulary words, attendance, participation, activities, final book project, presentation.

Instructional Materials:
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.

On-Campus Students: At enrollment, any on campus student may complete a form that will allow them to self-identify any disability.

Off-Campus Regional Students: Self-identify your disability and accommodation needs with the Regional Coordinator and/or instructor, preferably prior to the first class meeting.

Online Students: Self-identify your disability and accommodation needs by contacting the Disabilities Coordinator. Students must provide their own programs to allow accessibility on their home computer.

Any student may also identify their disability by completing an online form located on the HCC homepage under Students Services/Resources/Disabilities. Questions should be directed to the Disabilities Coordinator.