Department:

Early Childhood

Course Description:

This course is designed for current or future early childhood teachers and will focus on early literacy development in young children. The course will cover language development and acquisition, facilitating early literacy, and involving parents and families in the literacy development process.

Course Competencies:

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

1. Create and offer opportunities for emerging literacy in young children.
2. Describe realistic expectations for children's understanding and use of speech.
3. Model proper inflection, emphasis, and meaning when reading to children.
4. Use conversations to enrich and expand children's vocabulary.
5. Revisit learning activities with children so they can reflect and build on previous learning to develop and refine thinking skills.
6. Describe ways to encourage and facilitate 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. Explain 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. Describe how to immerse children in a print rich environment.
12. Design curriculum consistent with current theories of language use and language acquisition.
13. Inform others, including families, about the importance of adult/child and child/child interactions.

Course Content:

A. Defining Literacy and Emergent Literacy Terms
   1. Vocabulary and definitions
   2. Practice related to vocabulary terms
B. Assessment of Children's Development and Learning
   1. Environmental checklists
2. Developing individual goals and literacy materials for children with special learning needs
3. Involving families and other professionals in assessing children's learning and development

C. The Teacher's Role in Promoting Early Literacy
   1. Using the environment to promote early literacy
   2. Teaching strategies to support children's literacy
   3. Checklists to assess teaching strategies

D. Effective Literacy Environments for Young Children
   1. Using writing to support oral language, reading, and code learning
   2. Adult/child and child/child interactions
   3. The stages of writing from scribbling to conventional writing
   4. Types of play that support language and early literacy development

E. Involving Families in Literacy Development
   1. Working with families in the development of early literacy
   2. Cultural influences on language and literacy development
   3. Strategies to engage families in creating and supporting literacy rich environments
   4. Engaging families in talking, storytelling, and reading with children
   5. Large group, small group, individual, and repeated book readings
   6. Criteria for selecting high quality, developmentally and culturally appropriate books, materials, and computer software
   7. Analyzing books and literacy materials for bias
   8. Learning experiences and teaching strategies to promote children's phonological awareness

Learning Assessments:

Course competencies will be assessed by quizzes and exams, attendance, participation in discussion and class activities, a final book project, and classroom presentations.

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.

In order to begin the process all students must complete the “Disabilities Self-Identification Form” at this link: https://highlandcc.edu/pages/disability-services.

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.