**I.** **COURSE** **TITLE**: Language/Literacy Development in the Young Child

**COURSE** **NUMBER**: 1120 **CATALOG** **PREFIX**: EDUC

**II.** **PREREQUISITES**: None

**III. CREDIT** **HOURS**: 2 **LECTURE** **HOURS**: 2

**LABORATORY** **HOURS**: 0 **OBSERVATION** **HOURS**: 4

**IV**. **COURSE** **DESCRIPTION**:

This course is a study of the stages of language and literacy development in the young child. The student will observe a minimum of 4 hours in an early childhood classroom setting.

**V.** **ADOPTED** **TEXT (S):**

*Teaching Language and Literacy: Preschool through Elementary Grades*

Christie, Enz, Vukelich, Roskos

5th Edition, 2013, Pearson

ISBN: 978-0-13-306681-4

**VI. COURSE** **OBJECTIVES**:

Upon successful completion of this course, the student will have the necessary knowledge, skills, attitudes and values to assist the young child in language and literacy development, including:

* Demonstrate foundations of literacy, language, and writing development in young children
* Explore experiences for literacy and language acquisition
* Create and implement a Lesson Unit based on Language & Literacy
* Create and Implement a Writing Workshop
* Explore partnerships in children’s language and Literacy development, including schools, family members, and the community

**VII**. **COURSE** **METHODOLOGY:**

Classes will consist of lectures, class discussions, small group projects, videos, outside assignments and supplemental materials. Interactive class discussion is encouraged and staying current on reading assignments necessary to be able to actively participate in class discussions.

**VIII**. **GRADING**:

Will follow policy in college catalog

|  |  |  |  |
| --- | --- | --- | --- |
| **A** | **90** | **–** | **100** |
| **B** | **80** | **–** | **89** |
| **C** | **70** | **–** | **79** |
| **D** | **60** | **–** | **69** |
| **F** | **0** | **–** | **59** |

**IX**. **COURSE OUTLINE:**

Week 1 - Introductions, Technology Overview, Portfolio Initiation, NAEYC Discussion

Week 2 – Chapter 1 – Foundations of Language Literacy

National Literacy Policies and Initiatives

Using Scenically Based Reading Research to Make Curricula and Instructional Decisions

A Continuum of Instructional Approaches

A Blended Literacy Instructional Program

Week 3 –Chapter 2 – Oral Language Development

Language Acquisition Theories

Linguistic Vocabulary Lesson

Observing the Development of Children’s Language

Week 4 – Chapter 3 – Facilitating Early Language Learning

Home Talk

Schools Talk

Contexts for Encouraging Language for Older Children

Week 5 – Chapter 4 - Building a Foundation for Literacy Learning

Home Literacy Experiences

Functional Literacy Activities

Sharing Literature with Children

Linking Literacy and Play

Week 6 – Chapter 5 – Teaching Early Reading and Writing

Early Reading Instruction

Assessment: Discovering What Children Know and DO

Week 7 – Chapter 6 – Reading: Expanding the Foundation for Ongoing Literacy Learning

Understanding the Reading Process

Psychological Contributors to Reading

Classroom Events

Attributes of a Successful Reading Teacher

Week 8 – Chapter 7 – Embedded within a Balanced Reading Program: Teaching Meaning and Skills

Lessons from an Experienced Sixth-Grade Teacher

Week 9 – Chapter 8 – Teaching Writing the Workshop Way

The Essentials of Writing Workshop

Setting the Stage for Writing

The Components of the Writing Workshop

Week 10 – Working on the Writing Workshop

Group Manifestation

Needs Analysis

Micro-management

Week 11 – Working on the Writing Workshop

Skill Assessment

Workshop Creation

Dry-run

Week 12 – Workshop Presentation/ Run-through

Group Presentations

Assessment

Week 13 – Chapter 9 – Embedded within Wiring Workshop: Teaching Skills and Meeting Special Needs

The Mechanical Skills of Writing

Special Populations

Week 14 – Chapter 10 – What is important for Teachers to Know About Children’s Literacy Development?

Ongoing Assessment

Doing Ongoing Assessment

On-Demand Assessment

Week 15 – Chapter 11 – Parents as Partners in Literacy Education

What Roles do Families Play?

Helping Parents and Primary Caregivers Become Effective First Teachers

Teachers and Schools as Professional Resources

Week 16 **Final**

**X. OTHER** **REQUIRED** **BOOKS** **AND** **MATERIALS**:

None

**XI** **EVALUATION**:

**5% Observation Form**

**5% Observation Essay**

**10% Discussion Board**

**10% Paper**

**10% Personal Language/Literacy Project (instructor approval required)**

**20% Thematic Unit (5 Lesson Plans)**

**20% Midterm**

**20% Final**

**XII.** **SPECIFIC** **MANAGEMENT** **REQUIREMENTS**:

None

**XIII.** **Other Information**

**FERPA:** Students need to understand that your work may be seen by others. Others may see your work when being distributed, during group project work, or if it is chosen for demonstration purposes. Students also need to know that there is a strong possibility that your work may be submitted to other entities for the purpose of plagiarism checks.

**DISABILITIES:** Students with disabilities may contact the Disabilities Service Office, Central Campus, at 800-628-7722 or 937-393-3431.