SOUTHEAST COMMUNITY COLLEGE
DIVISION OF ARTS AND SCIENCES
Early Childhood Education
Revision Date: 07-01-22
Syllabus Statements

I. CATALOG DESCRIPTION

Course Number:	ECED 1160
Course Title	Early Language and Literacy
Prerequisite(s):	None
Catalog Description:	This course focuses on the development of literacy and language skills from birth to age eight, including typical/atypical and dual/multiple language learners.
Credit Hours:	3.0
Class Hours:	45
Lab Hours:	0
Total Contact Hours:	45

II. COURSE OBJECTIVES: *Course will:*

1. Examine early language and literacy development and the continuums of listening, speaking, reading, and writing from birth to age eight.
2. Explore developmentally appropriate learning activities related to early language and literacy for all children, including children with typical/atypical development and dual language learning.
3. Explore developmentally appropriate teaching strategies based on state and national guidelines and standards in order to effectively promote early language and literacy (including listening, speaking, reading, and writing).
4. Introduce environmental components that support language and literacy growth and development.
5. Identify strategies for involving families and communities in literacy-based activities.
6. Explore ways to support families with children who are experiencing developmental delays in language and literacy.
7. Support the development of an awareness and appreciation of the similarities and differences among children, families, and colleagues.

III. STUDENT LEARNING OUTCOMES AND GENERAL EDUCATION LEARNING OUTCOMES:

A. Student Learning Outcomes: *Student will be able to:*

1. Explain the significance of early language and literacy experiences in the development of listening, speaking, reading and writing skills.
2. Plan developmentally appropriate language and literacy activities that encompass individual, family, and cultural differences.
3. Demonstrate ways to integrate pre-writing, early vocabulary and language development, pre-reading, phonemic awareness, and print awareness across the early childhood curriculum.
4. Design an environment and select materials that incorporate language and literacy learning for young children.
5. Develop activities that engage families and communities in supporting early literacy activities with children.
6. Develop an understanding of the appropriate strategies for referral and resources to support a family around specific early language and literacy development needs.

7. Explain how cultural, economic, and social issues impact the child's ability to develop early language and literacy skills.

B. General Education Learning Outcomes

1. GELO #1: Oral Communication
Outcome: Competently communicate messages - both verbally and nonverbally - to a variety of audience types and in a variety of situations.

IV. CONTENT/TOPICAL OUTLINE (*course outline may provide more detailed information)*

A. Language and Literacy Development
B. Developing the language arts program
C. Children's Literature, read aloud, and storytelling methods
D. Speaking and Dramatization
E. Listening Skills
F. Pre-reading Skills
G. Pre-writing skills and print awareness
H. Developing a literacy environment
I. Promoting language and literacy through the home, community, and school environments
J. Typical/atypical development and dual language learning

V. INSTRUCTIONAL MATERIALS

A. Required Text(s):

1. Machado, Jeanne M. *Early Childhood Experiences in Language Arts*. 11th Edition, Thompson/Delmar Learning, 2016. ISBN 1-3050-8893-X.

2. A children's book chosen from a list provided by the instructor.

B. Other Resources:

1. Nebraska Department of Education. *Early Learning Guidelines: Nebraska's Birth to Five Learning and Development Standards.* https://cdn.education.ne.gov/wp-content/uploads/2018/06/ELG-PDF.pdf

2. Children's books determined quarterly.

3. For online classes: Access to a video camera, webcam, and/or microphone to complete video assignments.

VI. METHODS OF PRESENTATION/INSTRUCTION

A. Methods of presentation typically include a combination of the following:

1. Instructor should make use of varied pedagogical techniques including several of the following: lectures, small and large discussion groups; collaborative projects, guest speakers, research, peer response and evaluation, journals, essays, conferences, computer-assisted instruction, interactive/creative methods, multimedia, and field trips.

VII. METHODS OF EVALUATION

A. Methods of evaluation typically include a combination of the following:

1. Course grades, at the determination of the instructor, will be based on class and group participation, daily work, exams, other presentations, projects, papers, and/or portfolio. Instructor will distribute evaluation and his/her grading policies to students at the

beginning of each term. Grades and policies are consistent with college grades and standards. See SCC Student Handbook.

B. SCC GRADING SCALE

A+	95-100	C+	75-79	F	59 or less
A	90-94	C	70-74		
B+	85-89	D+	65-69		
B	80-84	D	60-64		

VIII. SPECIFIC COURSE REQUIREMENTS:

A. A grade of "C" or higher is required to count toward an ECED degree.