

**SOUTHEAST COMMUNITY COLLEGE**  
**DIVISION OF ARTS AND SCIENCES**  
**Early Childhood Education**  
**Revision Date: 07-01-25**

**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 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 progression of listening, speaking, reading, and writing spanning 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 multi-language learning.
3. Examine developmentally appropriate teaching strategies and environmental components based on state and national guidelines and standards in order to effectively promote early language and literacy growth and development (including listening, speaking, reading, and writing).
4. Explain strategies for involving families and communities in literacy-based activities.
5. Explore ways to involve and support families with children who are experiencing developmental delays in language and literacy.
6. Discuss the similarities and differences among children, families, and colleagues in the field of early childhood education.

**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 and early childhood environment.
  4. Develop activities that engage families and communities in supporting early literacy activities with children.
  5. Develop an understanding of the appropriate strategies for referral and resources to support a family around specific early language and literacy development needs.
  6. Demonstrate cultural competence in designing and implementing literacy activities that are inclusive and responsive to the diverse linguistic, socioeconomic, and cultural backgrounds of young children and their families.
- 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. 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. Literacy rich environment
- I. Language and literacy in home, community, and school environments
- J. Typical/atypical development and multi-language learning

**V. INSTRUCTIONAL MATERIALS**

- A. Required Text(s):
  1. Machado, Jeanne M., A. Zimbalist *Early Childhood Experiences in Language Arts*. 12<sup>th</sup> Edition, Cengage, 2023. ISBN 9780357513088.
  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.