

SOUTHEAST COMMUNITY COLLEGE
DIVISION OF ARTS AND SCIENCES
Early Childhood Education
Revision Date: 07-01-19
[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 for children from birth through age 8. Students will plan and prepare developmentally appropriate literacy and language activities.
Credit Hours: 3.0
Class Hours: 45
Lab Hours: 0
Total Contact Hours: 45

II. COURSE OBJECTIVES: *Course will:*

- A. Explain the concept of early literacy and the continuum of listening, speaking, reading, and writing development from infancy to age 8.
- B. Discuss and develop appropriate learning activities as related to development and literacy.
- C. Describe specific teaching strategies based on state and national guidelines and standards in order to promote literacy development in the areas of language arts. (Development includes listening, speaking, reading, and writing.)
- D. Recognize the environmental components conducive to language and literacy growth and development.
- E. Identify strategies for involving parents in home and center-based literacy activities.
- F. Recognize ways to support families when children are experiencing developmental delays in language and literacy development.
- G. Develop an awareness and appreciation of the individual likenesses 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 and cultural differences.
 - 3. Demonstrate ways to infuse writing, vocabulary, language development, reading, phonemic and print awareness across the curriculum.
 - 4. Design an environment and select materials that incorporate language and literacy learning for young children.
 - 5. Compile a reference/resource list of community resources that can support a family around a specific early language and literacy development need.

6. Explain how cultural, economic, legislative 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 Development
- B. Developing the language arts program
- C. Children's Literature 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 literacy through the home and school environment

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.