

NORTHWESTERN CONNECTICUT COMMUNITY COLLEGE

COURSE SYLLABUS

Course Title: Early Language and Literacy

Course #: ECE*231

Course Description: An introduction to language and literacy development in the young child. Exploration of the early childhood language arts curriculum includes speaking, listening, writing and reading skills. Emphasis on the influence of a child's cultural/social background and experiences on emerging literacy development will be explored. Creation of a literacy-rich environment that engages children in developmentally appropriate language arts experiences will be included. Twelve (12) hours of observation in an approved early childhood education centers/programs is required. Field trips will be required.

Goals: The instructor will:

- Explore the growth and development language potential of young children.
- Explore the four interrelated areas of language arts: listening, speaking, reading and writing.
- Familiarize students with the concepts of “emergent literacy” and the “whole child.”
- Familiarize students with Developmentally and Culturally Appropriate Practice (DAP & DCAP), NAEYC standards and CT Preschool Standards.
- Help students recognize their individual talents and gifts useful in language arts activities.
- Motivate students to utilize creativity and innovation in designing language learning experiences and materials for young children.
- Afford students time to practice, try out, and gain immediate feedback on progress.
- Encourage student recognition of children's literacy behaviors.
- Ensure that students exit the class with a resource collection for both present and future use.
- Help students base their classroom actions and behavior on accepted practice and current theory and research.

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

- Describe the stages and process of language development in young children.
- Demonstrate the interrelationship of the four accepted areas of language arts and the connection to higher level thinking skills.
- Explain the concepts of “developmentally and culturally appropriate practice,” “emergent literacy,” and the “whole child.”

- Discuss a curriculum that promotes language acquisition and literacy.
- Develop a variety of tools to implement a literacy-rich environment and age-appropriate language arts program.
- Identify children's literacy behaviors.
- Identify/develop activities, strategies and techniques that promote language and literacy acquisition for both English and non-English speaking children.
- Plan, practice and implement creative and innovative language arts activities.
- Compile a language arts resource collection for present and future use.
- Discuss parents as partners in extending literacy into the home.
- Explain the role of play in language and literacy development.
- Discuss print awareness and the relationship of sound to print.
- Identify phonemes, phonological awareness and alphabetic principle.
- Select quality books and literacy-rich materials for young children.
- Translate theory into practice by encouraging and establishing classroom actions/behaviors that reflect accepted early childhood professional practice as well as current theory and research.