SYLLABUS

DATE OF LAST REVIEW: 02/2013
CIP CODE: 19.0708
SEMESTER: DEPARTMENTAL SYLLABUS
COURSE TITLE: Developing Language and Literacy in Early Childhood
COURSE NUMBER: CHLD-0242
CREDIT HOURS: 3
INSTRUCTOR: DEPARTMENTAL SYLLABUS
OFFICE LOCATION: DEPARTMENTAL SYLLABUS
OFFICE HOURS: DEPARTMENTAL SYLLABUS
TELEPHONE: DEPARTMENTAL SYLLABUS
EMAIL: KCKCC- “issued email accounts are the official means for electronically communicating with our students.”

PREREQUISITES: Introduction or Fundamentals of Early Childhood Education

REQUIRED TEXT AND MATERIALS: Please check with the KCKCC bookstore, http://www.kckccbookstore.com/, for the required texts for your particular class.

COURSE DESCRIPTION:
This course will prepare current or future early childhood teachers and caregivers to enhance the early language and literacy outcomes of young children by improving teachers’ knowledge of early literacy development and their skills in facilitating early language and literacy with young children from birth through age eight.

METHOD OF INSTRUCTION: A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.

COURSE OUTLINE:
I. Literacy and Emergent/Early Literacy
A. Definitions
B. Theories
C. Cultural Influences

II. Children’s Language Development and Literacy Writing
A. Assessment of Children’s Development & Learning
   1. Definitions
B. Documentation Techniques
   1. Environmental Checklists
   2. National Head Start Standards

III. The Teacher’s Role in Promoting Language and Literacy
A. Creating the Literacy Environment for Young Children
B. Effective Teaching Strategies
C. Head Start Mandates
D. Developmentally Appropriate Practices

IV. Planning Engaging Curriculum for the Language & Literacy Environment
A. Oral Language, Reading and Writing
B. Whole Language
C. Phonics
D. Writing and the Code
E. Second Language Learning
F. Role of Technology
G. Supportive Dramatic Play Activities
   1. Storytelling
   2. Poetry
   3. Puppetry

V. Involving Families in Language & Literacy
A. Vocabulary Definitions
B. Importance of Involving Families
C. Specific Strategies
D. Cultural Influences

VI. Analyzing and Selecting Literature and Other Learning Materials
A. Definitions
B. Developmentally Appropriate Expectations and Goals
C. Effective Strategies for Reading
D. Criteria for Selection of Materials and Activities
E. Parent/Center Partnership for Literacy
F. Community Resources

VII. Learning the Code of Language
A. Definitions
B. Importance of the Code
C. Appropriate Learning Activities
D. The Phonics Debate
E. The Alphabet
F. Across the Curriculum

EXPECTED LEARNER OUTCOMES:
A. The student will be able to define literacy and emergent/early literacy.
B. The student will be able to describe and define the developmental continuum of reading and writing and ways of assessing children’s language development and literacy writing.
C. The student will be able to describe the teacher’s role in promoting language and literacy.
D. The student will be able to create a literacy environment for children by planning engaging curriculum to support language and literacy in young children.
E. The student will be able to describe ways of involving families in supporting language and literacy in young children.
F. The student will be able to analyze and select appropriate literature and other learning materials for diverse learners, and respond to individual, cultural and linguistic variation among children.
G. The student will be able to engage children in learning the code of language.

COURSE COMPETENCIES:

The student will be able to define literacy and emergent literacy.

1. The student will be able to list and define vocabulary words.
2. The student will be able to describe theories related to literacy development.
3. The student will be able to explain how speaking, writing and listening are interrelated.
4. The student will be able to analyze cultural influences on language and literacy development.
5. The student will be able to plan and document activities for laying a solid foundation needed for later success in conventional reading and writing.

The student will be able to describe appropriate assessment of children’s development and learning.

6. The student will be able to define developmental continuum of reading and writing and systematic assessment.
7. The student will be able to learn appropriate documentation techniques through observation.
8. The student will be able to use appropriate environmental checklists to assess literacy environments.
9. The student will be able to link these assessment methods to the National Head Start Standards related to literacy development.
10. The student will be able to discuss and develop individualizing goals and adapt literacy materials for children with disabilities, children who are non-native English speakers and children with special learning needs.
11. The student will be able to explain how to involve families and other professionals in assessing children’s learning and development.

The student will be able to describe the teacher’s role in promoting early literacy.
12. The student will be able to define literacy rich environment, scaffolded instruction and curriculum.
13. The student will be able to describe the teacher’s role in intentionally using the environment to promote early literacy.
14. The student will he able to describe a range of effective teaching strategies to support children’s literacy.
15. The student will be able to use teacher checklists to assess teaching strategies.
16. The student will be able to explore the creative curriculum and how it supports literacy.
17. The student will be able to discuss other curriculums the students might use or observe.
18. The student will be able to develop an understanding of the Head Start Mandates related to literacy in young children.
19. The student will be able to learn how to effectively advocate for appropriate practice in young children’s literacy development.

**The student will be able to define effective literacy environments for young children.**

20. The student will be able to define oral language, receptive language, expressive language, meaningful print, writing continuum and whole language approach.
21. The student will be able to describe developmentally appropriate expectations for children’s writing.
22. The student will be able to provide opportunities for children to engage in writing to support oral language, reading and code learning.
23. The student will be able to describe adult-child and child-child interactions that support children’s oral and written language development and building quantity and complexity of vocabulary.
24. The student will be able to describe the stages of writing from scribbling to conventional writing.
25. The student will be able to explain the development of second language learning.
26. The student will be able to describe how to support vocabulary and language development through enriching curriculum studies in the content areas.
27. The student will be able to design environments for different age groups that are print-rich and engage children in meaningful literacy experiences.
28. The student will be able to describe how to integrate technology in the literacy rich environment.
29. The student will be able to explain how various types of play support language and early literacy development.
30. The student will be able to describe how play supports the acquisition of literacy skills using talking, reading, writing and learning the code.
31. The student will be able to demonstrate a variety of teaching strategies to support literacy learning through play (dramatic play, dramatizing stories, puppets, flannel boards, projects).
32. The student will be able to explain how to help children learn to write their names.

**The student will be able to demonstrate ways to involve families in literacy development.**

33. The student will be able to list and define vocabulary words relevant to family involvement
34. The student will be able to discuss the importance of working with families in the development of early literacy.
35. The student will be able to analyze cultural influences on language and literacy development.
36. The student will be able to discuss ways to engage families as vital sources of information for child assessment.
37. The student will be able to develop specific strategies to engage families in creating and supporting literacy rich environments.
38. The student will be able to analyze cultural influences on language and literacy development.
39. The student will be able to involve families in learning how various types of play support language development, especially in infants and toddlers.
40. The student will be able to describe ways of engaging families in talking, storytelling and reading with children.

**The student will be able to select and share appropriate literature.**

41. The student will be able to define print awareness.
42. The student will be able to list and define additional vocabulary words.
43. The student will be able to describe developmentally appropriate expectations and goals for children’s literacy learning at various age levels.
44. The student will be able to demonstrate a variety of effective strategies for reading aloud to children to promote vocabulary development, phonemic and print awareness and background knowledge.
45. The student will be able to analyze the appropriate uses and benefits of repeated readings, large group, small group and individual book reading.
46. The student will be able to explain criteria for selecting high quality, developmentally an culturally appropriate books and materials, including computer software.
47. The student will be able to analyze books and literacy materials for bias.
48. The student will be able to list community resources for literacy development to include local libraries and storytellers.

**The student will be able to engage children in learning the code of language.**

49. The student will be able to define alphabetic principle, phonological awareness and code switching.
50. The student will be able to list and define vocabulary words.
51. The student will be able to describe the basic elements of written language code.
52. The student will be able to describe and demonstrate how to introduce the concept of code switching.
53. The student will be able to use a variety o appropriate learning
experiences and teaching strategies to promote children’s phonological awareness.

54. The student will be able to discuss what it means to “know the alphabet” and why it is important.
55. The student will be able to use a variety of techniques to teach the alphabet in meaningful and motivating ways.
56. The student will be able to describe how to incorporate code learning throughout the day and across the curriculum.

ASSESSMENT OF LEARNER OUTCOMES:

Individual portfolios with samples of documentation: vocabulary defined, Internet resources search, author study and individual, small and large group literacy activities/projects.

EVALUATION METHODS:

   Attendance/Participation, Group Activities          20%
   Word Wall/Vocabulary Log, Reading Journal         15%
   Author Study-Presentation                         25%
   Family Book Bag-Presentation                      25%
   Individual Activities & Projects                  15%

100%

100-90% = A; 89-80% = B; 79-70% = C; 69-60% = D

SPECIAL NOTES:
This syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.

Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.

Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational Amendments of 1972, require the college’s policy on non-discrimination be administered without regard to race, color, age, sex, religion, national origin, physical handicap, or veteran status and that such policy be made known.
Kansas City Kansas Community College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact Director of Academic Resource Center, in Room 3354 or call (913) 288-7670.
Kansas City Kansas Community College

21st Century General Education Learning Outcomes

Learning Outcomes
Discipline knowledge and content mastery is expected of all graduates. More specifically, KCKCC is committed to the Learning Outcomes listed below. We believe that competence in the Learning Outcomes is essential for the success of graduates and will enhance their ability to become contributing members of our increasingly complex world. These areas of knowledge and skills are equally valid for all KCKCC graduates, whether they transfer to a four-year college or pursue a career after leaving college.

General Education Learning Outcomes

Communication Learning Outcomes
The learner will have the ability to express, interpret, and modify ideas/information effectively (both written and oral), including but not limited to reading text accurately and correctly; writing with a clear purpose and effective organization; speaking effectively using appropriate styles that suit the message, purpose, and content; and employing active listening techniques.

Computation Learning Outcomes
The learner will have the ability to understand and apply mathematical concepts and reasoning using numerical data.

Critical Reasoning Learning Outcomes
The learner will understand inductive and deductive reasoning and have the ability to define problems and use data (qualitative and quantitative) to make complex decisions utilizing analysis, synthesis, and evaluation skills.

Technology and Information Management Learning Outcomes
The learner will have the ability to define, collect, organize, analyze, and evaluate information from a variety of sources. The learner will also have the ability to understand basic technology concepts and functionality in order to use technology as a tool to locate and retrieve information.

Community and Civil Responsibility Learning Outcomes
The learner will demonstrate knowledge, awareness, and understanding of diverse ideas, values, and perspectives of a culturally diverse world; an understanding of the ethical issues and values that are prerequisites for making sound judgments and decisions; a recognition of the obligation to become actively involved as a contributing member of the community; and a sensitivity to the awareness of aesthetic expression.
Personal and Interpersonal Skills Learning Outcomes

The learner will have the ability to work cooperatively and productively with others; to understand and evaluate his/her capabilities; to manage his/her personal growth by setting realistic and appropriate goals.

SOCIAL AND BEHAVIORAL SCIENCES
STUDENT SUCCESS STRATEGIES

Know your teacher’s name.

Turn off your electronic devices in class/make paying attention to the work of the class your only concern.

Miss class only when you cannot attend/acquire missed information and materials ASAP.

Know your syllabus.

Know the attendance policy.

Know the requirements for tests and assignments.

Know information about final exam and make-up exams.

Know instructor’s position on use of Wikipedia or other online sources.

Know the instructor’s preferred writing style (APA, MLA, etc.).

Always know your grade.

Contact your teacher ASAP with concerns or questions.

Know the benefits of the academic resource center.

Know if your course has a practicum, service learning component, or other exception.

Use an academic planner.

Know the course withdrawal policy.

Know your instructor’s office hours and make appointments when necessary.

Know the school’s scholastic honesty policy.

Be familiar with the course learning objectives, course competencies, and the college’s 21st century learning outcomes for general education.