

**CENTRAL TEXAS
COLLEGE SYLLABUS FOR
CDEC 1356
EMERGENT LITERACY FOR EARLY CHILDHOOD
Semester Hours Credit: 3**

INSTRUCTOR: _____

OFFICE HOURS: _____

I. INTRODUCTION

- A.** An exploration of principles, methods, and materials for teaching young children language and literacy through a play-based, integrated curriculum for children from birth through age eight.
- B.** This course is a required course for the AAS Degree and Certificates in the Child Development field.
- C.** This course is occupationally related and serves as preparation for careers in Child Development.
- D.** Alphanumeric coding used throughout this syllabus denotes integration of SCANS occupational competencies (C1, etc.) and foundation skills (F1, etc.)
- E.** NAEYC Standards and Program Level Outcomes: All CTC's Child Development Department coursework includes student learning opportunities and outcomes that address the National Association for the Education of Young Children's Standards for Child Development Professional Preparation in Associate Degree Programs. These Standards address areas of growth and development of the "whole child".

STANDARD 1: The student will apply an understanding of child development and learning by:

- 1a:** Knowing and understanding young children's characteristics and needs
- 1b:** Knowing and understanding the multiple influences on development and learning.
- 1c:** Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.

STANDARD 2: The student will explain how to build family and community relationships by:

- 2a:** Knowing about and understanding family and community characteristics.
- 2b:** Supporting and empowering families and communities

- through respectful, reciprocal relationships.
- 2c:** Involving families and communities in their children's development and learning.

STANDARD 3: The student will demonstrate skills in teaching and analyze young children's learning by:

- 3a:** Knowing, understanding, and using positive relationships and supportive interactions.
- 3b:** Knowing, understanding, and using effective approaches, strategies, and tools for early education.
- 3c:** Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes.

STANDARD 4: Using developmentally effective approaches to connect with children and families

- 4a:** Understanding positive relationships and supportive interactions as the foundation of their work with children
- 4b:** Knowing and understanding effective strategies and tools for early Education
- 4c:** Using a broad repertoire of developmentally appropriate teaching/ learning approaches

STANDARD 5: Using content knowledge to building meaningful curriculum:

- 5a:** Understanding content knowledge and resources in academic disciplines
- 5b:** Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
- 5c:** Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child

F. Prerequisite(s): None

II. LEARNING OUTCOMES

- A.** Upon successful completion of this course, Emergent Literacy for Early Childhood, the student will be able to:
1. Define literacy and emergent literacy (C5, C6, C7, C8).
 - a. Summarize brain development as it relates to emergent literacy (F1).
 - b. Contrast theories of early literacy development (F1, F2, F7, F11).
 - c.
 - d. Discuss the elements of emergent literacy (F1, F2, F7,

- F11).
 - e. Discuss processes related to emergent literacy (F1, F2, F7, F11) .
 - f. Discuss the interrelatedness of speaking, listening, reading and writing (F1, F2, F7, F11).
- 2. Analyze various theories of language development (C5, C6, C7, C8).
 - a. Discuss theories of language development (F1).
 - b. Outline developmental milestones of language development and communication of children (F2, F9).
 - c. Describe the development of second language learning (F1, F2).
- 3. Describe the teacher’s role in promoting emergent literacy (C5,C6,C7,C8).
 - a. Outline the roles of the teacher in promoting emergent literacy (F2, F9).
 - b. Explain how the teacher can integrate the children’s cultures into meaningful literacy experiences (F2).
 - c. Analyze literacy materials for bias (F1, F10, F12).
 - d. Discuss strategies for adapting literacy materials for children with special needs (F1, F2).
 - e. Describe how assessment information can be used to plan developmentally appropriate learning activities (F1, F2).
 - f. Discuss how the teacher can philosophically and physically integrate technology to support literacy development in the curriculum (F1, F2, F11).
- 4. Create literacy environments and experiences for children (C5, C6,C7,C8).
 - a. Analyze cultural influences on the literacy environment (F1, F10, F12).
 - b. Integrate literacy in all domains of learning (F1, F2).
 - c. Design environments that are print-rich and offer children real-life and meaningful opportunities to develop skills and positive attitudes toward literacy (F8, F10).
 - d. Provide opportunities with print in varied and meaningful contexts, e.g., listening to and retelling stories, engaging in “writing” (F10, F11).
 - e. Use a variety of techniques (puppets, dramatization, flannel boards, storytelling, fingerplays, poetry, rhymes, riddles, songs, pictures, and computers) to promote literacy (F10, F11).

5. Select and share appropriate literature with children (C5, C6, C7, C8).

III. INSTRUCTIONAL MATERIALS

The instructional materials identified for this course are viewable through www.ctcd.edu/books

IV. COURSE REQUIREMENTS

A. General

1. Participate in class regularly.
2. Participate constructively in class discussions.
3. Complete all assignments and examinations on time.
4. Attend any face to face classes on time and remain for the duration of the period. Check into Blackboard (Bb) regularly for online courses.
5. Know and observe all college regulations.
6. Read all assigned selections from the text, or other, as assigned.
7. Ask instructor for permission before using audio-recorders to record face-to-face classes.
8. Keep cell phone on vibrate; refrain from texting; using cell phone in face-to-face class; unless otherwise indicated by instructor.

Good class participation is indispensable for earning good grade. Regular attendance, whether in person or online, is essential for the same reason.

V. EXAMINATIONS

- A. There will be at least two examinations. (Quizzes are optional.)
- B. Make-up examinations will be given only with the instructor's permission.
- C. All students are expected to maintain the highest standard of scholastic honesty in the preparation of all course work and during examination.

IV. SEMESTER GRADE COMPUTATIONS

Your point total is determined by adding earned points on each scored assignment (projects, examinations, participation, exams, quizzes, discussions, other).

Percentage	Grade
90-100%	A
80- 89%	B
70- 79%	C
60- 69%	D
Below 60%	F

VII. NOTES AND ADDITIONAL INSTRUCTIONS

- A. **Withdrawal from course:** It is the student's responsibility to officially drop a class if circumstances prevent attendance. Any student who desires to, or who must officially withdraw from a course after the first scheduled class meeting, must file an Application for Withdrawal or an Application for Refund. The withdrawal form must be signed by the student.

Application for Withdrawal will be accepted according to the following schedule

Friday of 3rd week for 5-week courses
Friday of 4th week for 6-week courses
Friday of 6th week for 8-week courses
Friday of 7th week for 10-week courses
Friday of 9th week for 12-week courses
Friday of 12th week for 16-week courses

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

Students who officially withdraw will be awarded the grade of "W," provided the student's attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the College before they may be considered for withdrawal.

A student may not withdraw from a class for which the instructor has previously issued the student a grade of "F" or "FN" for nonattendance.

- B. **Administrative Withdrawal:** An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on the Administrative Withdrawal Form for submission to the registrar.

Under Section 51.907 of the Texas Education Code, "an institution of higher education may not permit a student to drop more than six courses, including any course a transfer student has dropped at another institution of higher education." This statute was enacted by the State of Texas in spring 2007 and applies to students who enroll in a public institution of higher education as first-time freshmen in fall 2007 or later.

- C. **Incomplete Grade:** In keeping with College policy, the instructor may grant an incomplete grade in cases in which the student has completed the majority of the course work, but because of extenuating circumstances, is unable to complete the requirement for the course. Prior approval from the

instructor is required before the grade of “IP” is recorded. Deadline for changing the IP grade is 110 days after the scheduled end of the course. An IP grade can be replaced with the student’s actual grade, including an F; but it may not be replaced with a W. At the end of the 110 calendar days if the student has not completed the remaining coursework as required by the instructor, the “IP” will be converted to an “FI” and appear as an “F” on the student’s official transcript.

- D. **Professionalism:** Cellular phones will be turned off while the student is in any classroom or any laboratory/field experience setting. Students are expected to maintain a professional attitude and appearance while participating in outside labs or field experiences. Additional guidelines may be given in class, or by participating lab/field experience sites as they relate to this course.

- E. **American with Disabilities Act :** Disability Support Services provide services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at www.ctcd.edu/disability-support for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

- F. **Instructor Discretion:** The instructor reserves the right of final decision course requirements.

- G. **Civility:** Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.

- H. **Scholastic Honesty:** All students of the Child Development program are required and expected to maintain the highest standards of scholastic honesty in the preparation of all work and in examinations. Students found guilty of scholastic dishonesty are subject to disciplinary action according to CTC policy.

Each student should avoid:

1. **Plagiarism:** the taking of passages or ideas from writings of others without giving proper credit to the source.

2. **Collusion:** working together with another person in the preparation of work unless such joint preparation is specifically approved in advance by the instructor.

3. Cheating: giving or receiving information on an examination, homework, or projects.

VIII. COURSE OUTLINE

A. Lesson 1: Language Development

1. **Learning Objectives:** Upon successful completion of this lesson, the student will:
 - a. Discuss the reciprocal behaviors of infants, parents, and caregivers.
 - b. Name four important influences that may affect an infant's language growth and development.
 - c. Compare two theories of human language emergence.
 - d. Name two areas of particular importance to infant care addressed in Developmentally Appropriate Practice (DAP) guidelines.
 - e. Discuss the behaviors and vocalizing efforts that infants use to communicate their needs and desires.
 - f. Describe what caregiver actions should take place when infants develop joint attentional focus.
 - g. Name and comment upon early reading and writing activities in late infancy.
 - h. Identify how infant centers monitor each infant's language and communicating behaviors.
 - i. Identify three characteristics of younger preschoolers' speech and communication.
 - j. Describe three pieces of recommended advice to a family concerned about a preschooler's speaking abilities.
 - k. Describe conversational skills necessary for an older preschooler to maintain a true conversation.
 - l. Discuss older preschoolers' manipulation and playful use of words.
 - m. List reasons for planning sensory, motor skill activities; cognitive, building activities; or social, emotional growth activities, to promote language development.
2. **Learning Activities:**
 - a. Read Chapter(s) 1 and 2 in the textbook.
 - b. Review the PowerPoint for Chapter(s) 1 and 2
 - c. Review the Key Term Activities and Case Studies.
 - d. Complete all graded assignments.

B. Lesson 2: Preschool Language Development

1. **Learning Objectives:** Upon successful completion of this lesson, you will be able to:
 - a. Identify three characteristics of younger preschoolers' speech and communication.
 - b. Describe three pieces of recommended advice to a family concerned about a preschooler's speaking abilities.
 - c. Describe conversational skills necessary for an older preschooler to maintain a true conversation.
 - d. Discuss older preschoolers' manipulation and playful use of words.
 - e. List reasons for planning sensory, motor skill activities; cognitive, building activities; or social, emotional growth activities, to promote language development.

2. **Learning Activities:**
 - a. Read Chapter(s) 3 in the textbook.
 - b. Review the PowerPoint for Chapter(s) 3.
 - c. Review the Key Term Activities and Case Studies.
 - d. Complete all graded assignments.

C. Lesson 3: Second Language Learning and Assessment Information

1. **Learning Objectives:** Upon successful completion of this lesson, you will be able to:
 - a. Describe a safe and sensitive classroom environment for children with language or cultural differences.
 - b. Discuss the similarities and differences between Standard English and American dialects.
 - c. Identify common strategies second-language learners use to learn Standard English on their own.
 - d. Discuss program planning for second-language learners.
 - e. Name two common school program types for second language learners.
 - f. Identify young children's common speech problems.
 - g. Name at least four characteristics of language-advanced preschoolers
 - h. Define literacy.
 - i. Describe common teaching practices in the United States in the early twentieth century.
 - j. Compare two known theories of literacy instruction.
 - k. Name two pieces of federal legislation that have substantially affected preschool language instruction.

 - l. Discuss how language growth takes place in all curriculum

areas.

- m. Describe the program and lesson planning process.
- n. Name three areas of the preschool language arts that are commonly part of a school's written goal statements.
- o. Explain what is entailed if a school uses a thematic approach to instruction.

2. Learning Activities:

- a. Read Chapter(s) 4 and 5 in the textbook.
- b. Review the PowerPoint for Chapter(s) 4 and 5.
- c. Review the Key Term Activities and Case Studies.
- d. Complete all graded assignments.

D. Lesson 4: Roles of the Teacher in Early Childhood Language Education

1. Learning Objectives: Upon successful completion of this lesson, you will be able to:

- a. Describe a safe and sensitive classroom environment for children with language or cultural differences.
- b. Discuss the similarities and differences between Standard English and American dialects.
- c. Identify common strategies second-language learners use to learn Standard English on their own.
- d. Discuss program planning for second-language learners.
- e. Name two common school program types for second language learners.
- f. Identify young children's common speech problems.
- g. Name at least four characteristics of language-advanced preschoolers Define literacy.
- h. Describe common teaching practices in the United States in the early twentieth century.
- i. Compare two known theories of literacy instruction.
- j. Name two pieces of federal legislation that have substantially affected preschool language instruction.
- k. Discuss how language growth takes place in all curriculum areas.
- l. Describe the program and lesson planning process.
- m. Name three areas of the preschool language arts that are commonly part of a school's written goal statements.
- n. Explain what is entailed if a school uses a thematic approach to instruction.

2. Learning Activities:

- a. Read Chapter(s) 6 and 7 in the textbook.
- b. Review the PowerPoint for Chapter(s) 6 and 7.
- c. Review the Key Term Activities and Case Studies.
- d. Complete all graded assignments

E. Lesson 5: Cultural Consciousness and Teacher Techniques for Reading Books to Young Children

1. **Learning Objectives:** Upon successful completion of this lesson, you will be able to:
 2.
 - a. Describe the contents of children's books that existed before 1900.
 - b. Name four different categories of books for preschoolers.
 - c. Discuss criteria used to select read aloud books.
 - d. Discuss suggested techniques - reading to children.
 - e. Describe an after-book reading discussion to promote child comprehension.
 - f. Name two reasons teacher-or child-authored books are important in a classroom

2. **Learning Activities:**

- a. Read Chapter(s) 8 in the textbook.
- b. Review the PowerPoint for Chapter(s) 8.
- c. Review the Key Term Activities and Case Studies.
- d. Complete all graded assignments.

F. Lesson 6: Other Language Arts Areas

1. **Learning Objectives:** Upon successful completion of this lesson, you will be able to:
 2.
 - a. Describe how storytelling can help language growth.
 - b. Identify three suggested story selection criteria.
 - c. Discuss types of stories commonly used for preschool storytelling.
 - d. List reasons to practice stories before telling.
 - e. Describe two teaching aids that might be used in a storytelling activity.
 - f. Discuss what learning objectives poetry activities may promote.
 - g. Describe poetry selection criteria for preschoolers.
 - h. List three teacher techniques that improve poetry

presentation.

- i. Name two good sources for children's poetry.

2. Learning Activities:

- a. Read Chapter(s) 9 and 10 in the textbook.
- b. Review the PowerPoint for Chapter(s) 9 and 10.
- c. Review the Key Term Activities and Case Studies.
- d. Complete all graded assignments.

G. Lesson 7: Language Growth

1. Learning Objectives: Upon successful completion of this lesson, you will be able to:

- a. Describe three features of fannel board activities that promote language growth.
- b. Identify four important teacher skills in fannel board presentations.
- c. Discuss how puppet use may increase children's language skills.
- d. Describe four types of puppets used with children.
- e. Discuss the role of the teacher in encouraging pretend play and simple dramatization.
- f. Describe teacher planning that takes place before a drama production.

2. Learning Activities:

- a. Read Chapter(s) 11 in the textbook.
- b. Review the PowerPoint for Chapter(s) 11.
- c. Review the Key Term Activities and Case Studies.
- d. Complete all graded assignments.

H. Lesson 8: Growth of Speech and Expression

1. Learning Objectives:

- a. State four goals of planned preschool speech activities.
- b. Describe professional techniques used in daily conversations with children.
- c. Explain how teachers support and enrich children's dramatic play.
- d. Describe professional and successful circle (group) time features.
- e. List three factors to be considered when planning to lead a group time.
- f. Discuss goals for group times and circle time.

- g. Describe what a child might gain when learning a finger play or a body action play.

2. Learning Activities:

- a. Read Chapter(s) 12 and 13 in the textbook.
- b. Review the PowerPoint for Chapter(s) 12 and 13.
- c. Review the Key Term Activities and Case Studies.
- d. Complete all graded assignments.
- e. Take the Mid-Term Exam.

I. Lesson 9: Reading and Writing

1. Learning Objectives: Upon successful completion of this lesson, you will be able to:

- a. Discuss young children's print awareness and child behaviors that reflect it.
- b. Outline the probable sequence of events occurring before a child prints a first recognizable alphabet letter.
- c. Name two goals of print instruction in preschool.
- d. Discuss drawing experiences' relationship to prewriting instruction.
- e. Describe five ways that a classroom can promote alphabet awareness. Print both the lowercase and uppercase print script alphabet without using a guide.
- f. Name four kinds of instructional charts
- g. Discuss current standards for reading instruction.
- h. Describe factors promoting a few preschoolers to actually read before kindergarten.
- i. Describe children's usual sequence of reading-like behaviors.
- j. Name four recognized reading instruction methods used in elementary schools.
- k. Describe ways to involve parents in their child's prereading instruction

2. Learning Activities:

- a. Read Chapter(s) 14 and 15 in the textbook.
- b. Review the PowerPoint for Chapter(s) 14 and 15.
- c. Review the Key Term Activities and Case Studies.
- d. Complete all graded assignments.

J. Lesson 10: School and Home Environments

1. **Learning Objectives:** Upon successful completion of this lesson, you will be able to:
 - a. List three suggestions for creating a print-rich classroom.
 - b. Describe the teacher's role in a language arts room center.
 - c. Discuss children's use of technology in a preschool classroom.
 - d. Describe a good location for a computer center and what it should contain.

2. **Learning Activities:**
 - a. Read Chapter(s) 16 and 17 in the textbook.
 - b. Review the PowerPoint for Chapter(s) 16 and 17.
 - c. Review the Key Term Activities and Case Studies.
 - d. Complete all graded assignments.
 - e. Take the Final Exam.