



Emergent Literacy for Early Childhood (CDEC 1456)

Credit: 4 semester credit hours (3 hours lecture, 2 hours lab)

Prerequisite/Co-requisite: N/A

Course Description

An exploration of principles, methods, and materials for teaching young children language and literacy through a play-based integrated curriculum.

Required Textbook and Materials

1. *Early Childhood Experiences in Language Arts Early Literacy* by Jeanne M. Machado, 9th edition. Wadsworth Cengage Learning Publishers.
 - a. ISBN number is 13: 9781439046111.
2. A variety of teacher made materials for utilization in the classroom.

Course Objectives

Upon completion of this course, the student will be able to:

1. Define literacy and emergent literacy. (SCANS: C6, F2, F7)
2. Analyze various theories of language development. (SCANS: F2, F7)
3. Describe the teacher's role in promoting emergent literacy. (SCANS: C7, C15, F2, F10)
4. Create literacy environments for children. (SCANS: C5, C6)
5. Select and share appropriate literature with children. (SCANS: C8, C16, C17, C18, C19, C20, F7)

SCANS Skills and Competencies

Beginning in the late 1980's, the U.S. Department of Labor Secretary's Commission on Achieving Necessary Skills (SCANS) conducted extensive research and interviews with business owners, union leaders, supervisors, and laborers in a wide variety of work settings to determine what knowledge workers needed in order to perform well on a job. In 1991 the Commission announced its findings in *What Work Requires in Schools*. In its research, the Commission determined that "workplace know-how" consists of two elements: foundation skills and workplace competencies.

Course Outline

- A. Language Development: Emerging Literacy in the Young Child
 1. Beginnings of Communication
 2. The Tasks of the Toddler
 3. Preschool Years
 4. Growth Systems Affecting Early Language Ability
- B. Developing Language Arts Programs

Approved 1/2013

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Course Syllabus

1. Understanding Differences
2. Achieving Language and Literacy Goals through Program Planning
3. Promoting Language and Literacy
- C. Listening: Literate Beginnings
 1. Developing Listening Skills
- D. Introducing Literature
 1. Children and Books
 2. Storytelling
 3. Poetry
 4. Flannel (Felt) Boards and Activity Sets
- E. Speech Growth: Conversation, Expression, and Dramatization
 1. Realizing Speaker Goals
 2. Group Times
 3. Puppetry and Beginning Drama Experiences
- F. Writing: Print Awareness and Use
 1. Print – Early Knowledge and Emerging Interest
- G. Reading: A Language Art
 1. Reading and Preschoolers
- H. Settings Promoting Literacy: At School and Home
 1. Developing a Literacy Environment
 2. The Parent-Center Partnership

Grade Scale

90 – 100	A
80 - 89	B
70 – 79	C
60 – 69	D
0 – 59	F

Course Evaluation

Final grades will be calculated according to the following criteria:

- | | |
|---------------------------------|------|
| 1. Attendance and Participation | 200% |
| 2. Course Assignments | 400% |
| 3. Lab Hours | 400% |

Course Requirements

1. Book Sharing Assignment
2. Library Center Evaluation
3. Felt, Magnet Board, Puppet
4. Print Assignment

Course Requirements

1. Construct a literacy center library.

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2. Professional Recognition of Early Literacy Programs.

Course Policies

1. No food, drinks, or use of tobacco products in class.
2. Beepers, telephones, headphones, and any other electronic devices must be turned off while in class.
3. Do not bring children to class.
4. No late assignments will be accepted.
5. If you wish to drop a course, the student is responsible for initiating and completing the drop process. If you stop coming to class and fail to drop the course, you will earn an 'F' in the course.

Disabilities Statement

The Americans with Disabilities Act of 1992 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. Among other things, these statutes require that all students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodations for their disabilities. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409) 880-1737 or visit the office in Student Services, Cecil Beeson Building.

Course Schedule

Weeks	Topic	Reference
Week 1	Chapter 1: Beginnings of Communication	pp. 3-38
Week 2	Chapter 2: The Tasks of the Toddler	pp. 45-72
Week 3	Chapter 3: Preschool Years	pp. 78-97
Week 4	Chapter 4: Growth Systems Affecting Early Language Ability	pp. 103-119
Week 5	Chapter 5: Understanding Differences	pp. 127-159
Week 6	Chapter 6: Achieving Language and Literacy Goals through Program Planning	pp. 164-199
Week 7	Chapter 7: Promoting Language and Literacy	pp. 207-232
Week 8	Chapter 8: Developing Listening Skills	pp. 241-262
Week 9	Chapter 9: Children and Books	pp. 275-315
Week 10	Chapter 10: Storytelling	pp. 328-348
Week 11	Chapter 11: Poetry Chapter 12: Flannel (Felt) Boards and Activity Sets	pp. 360-385

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Weeks	Topic	Reference
Week 12	Chapter 13: Realizing Speaking Goals	pp. 401-428
Week 13	Chapter 14: Group Times Chapter 15: Puppetry and Beginning Drama Experiences	pp. 435-474
Week 14	Chapter 16: Print – Early Knowledge and Emerging Interest	pp. 491-526
Week 15	Chapter 17: Reading and Preschoolers	pp. 547-573
Week 16	Chapter 18: Developing a Literacy Environment Chapter 19: The Parent-Center Partnership	pp. 581-622

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Contact Information:

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