MASTER COURSE OUTLINE
Prepared By: Jenny Nighswonger   Date: June 2019

COURSE TITLE
Language/Literacy Development

GENERAL COURSE INFORMATION

Dept.: ECED&	Course Num: 180	(Formerly: ECE 250)
CIP Code: 13.120	Intent Code: 21	Program Code: 402
Credits: 3		
Total Contact Hrs Per Qtr.: 33		
Lecture Hrs: 33	Lab Hrs:	Other Hrs:

Distribution Designation: General Elective (GE)

COURSE DESCRIPTION (as it will appear in the catalog)
Teaching strategies for language acquisition and literacy skill development are examined at each developmental stage (birth-age 8) through the four interrelated areas of speaking, listening, writing, and reading. Course may include fieldwork.

PREREQUISITES
None

TEXTBOOK GUIDELINES
Machado, Jeanne (2016) *Early Childhood Experiences in Language Arts*, 11th edition. Or other appropriate texts as recommended by Washington State Certificate Work Group committee.

COURSE LEARNING OUTCOMES
Upon successful completion of the course, students should be able to demonstrate the following knowledge or skills.
Outcomes are aligned with the Washington State Core Competencies for Early Care and Education Professionals and the National Association for the Education of Young Children Standards.

1. Explain the continuum of language acquisition and early literacy skills including developmentally appropriate literacy behaviors and supporting theories.
   Core Competencies: Area I: Child Growth and Development-1a, 2b.
   NAEYC: Standard 1: Promoting Child Development and Learning Key Element-1a.
2. Develop evidence-based, appropriate environments and opportunities that support and encourage children's emergent language and literacy skills to lay a foundation for later literacy learning.
   Core Competencies: Area II: Curriculum and Learning Environment-2i, 3c, Area I: Child Growth and Development-2e, 2f.
   NAEYC: Standard 1: Promoting Child Development and Learning Key Element-1c, Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families Key Elements- 4b, 4c. Standard 5: Using Content to Build Meaningful Curriculum Key Elements-5a, 5c.
3. Describe strategies for recognizing and responding to children who are culturally, linguistically, and ability diverse.
   Core Competencies: Area VI: Interactions-2g. Area IV: Family and Community Partnerships-3b.

NAEYC: Standard 1: Promoting Child Development and Learning Key Element-1b.

4. Develop ways to support and facilitate family and child interactions as primary contexts for language and literacy development in heritage languages and English.
   Core Competencies: Area IV: Family and Community Partnerships-2b, 2i.
   NAEYC: Standard 2: Building Family and Community Relationships Key Elements-2b, 2c.

5. Analyze children's literature and other learning materials for a populations of diverse learners reflective of many cultures.
   Core Competencies: Area II: Curriculum and Learning Environment-3c, Area I: Child Growth and Development-3b.
   NAEYC: Standard 5: Using Content to Build Meaningful Curriculum Key Elements-5a, 5c.

6. Utilize developmentally appropriate and culturally responsive assessment practices for documenting the development of language and literacy skills, using observation and assessment data to individualize and inform instruction.
   Core Competencies: Area III: Ongoing Measurement of Child Progress-2a, 3c.
   NAEYC: Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families Key Element-3c.

INSTITUTIONAL OUTCOMES

COURSE CONTENT OUTLINE
1. Beginnings of Communications
2. The Tasks of the Toddler
3. Preschool Years
4. Growth Systems Affecting Early Language Ability
5. Understanding Differences
6. Achieving Language and Literacy Goals through Program Planning
7. Promoting Language and Literacy
8. Developing Listening Skills
9. Children and Books
10. Storytelling
11. Poetry
12. Flannel (Felt) Boards and Activity Sets
13. Realizing Speaking Goals
14. Group Times
15. Puppetry and Beginning Drama Experiences
16. Print-Early Knowledge and Emerging Interest
17. Reading and Preschoolers
18. Developing a Literacy Environment
19. The Family-Center Partnership

DEPARTMENTAL GUIDELINES *(optional)*
Course may include, but not limited to the following activities:
1. Student presentations on various topics outlined in textbook
2. Guest speakers (e.g. Speech therapist, School District Literacy Coach, Librarian/Storyteller)
3. Washington State Early Learning Guidelines
4. Summaries of articles from professional journals, magazines, websites
5. Quizzes/assessments of student's knowledge
6. Interviews of early childhood professionals
7. Reflections of student learning
8. Create children's literature portfolio
9. Plan literacy fair for community children and families to participate in
10. Attend storytelling session at local library and write reflection
11. Facilitate favorite children's literature with group of children

12. Conduct literacy checklist on classroom environment
13. Review of Washington State Core Competencies for Early Care and Education Professionals
14. Review of NAEYC Standards and Code of Ethical Conduct
15. Video clips to reinforce specific skills

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DIVISION CHAIR APPROVAL   **DATE**