Administrative Master Syllabus

Course Information

Course Title	Emergent Literacy for Early Childhood
Course Prefix, Num. and Title	CDEC 1356 – Emergent Literacy for Early Childhood
Division	Technology and Business
Department	Education & Early Childhood
Course Type	WECM Course
Course Catalog Description	An exploration of principles, methods, and materials for teaching language and literacy through a play-based integrated curriculum to children from birth through age eight.
Pre-Requisites	None
Co-Requisites	None

Semester Credit Hours

Total Semester Credit Hours (SCH): Lecture Hours: Lab/Other Hours	3:3:0
Equated Pay Hours	3
Lab/Other Hours Breakdown: Lab Hours	0
Lab/Other Hours Breakdown: Clinical Hours	0
Lab/Other Hours Breakdown: Practicum Hours	0
Other Hours Breakdown	0

Approval Signatures

Title	Signature	Date
Department Head:	Sandra McCarstle, Early Childhood / Education Program Director	06-01-2025
Division Chair:	David Kucera, Technology & Business Division Chair	06-01-2025
VPI:		

Additional Course Information

Topical Outline: Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, and clinical or other non-lecture instruction).

Theories of language development (behaviorism, nativism—Chomsky, social learning theory, Vygotsky, Piaget, etc.)

- Early Brain Development
- Role of the parent, caregiver, teacher, and other adults in stimulating children's language Importance of conversations and early language experiences in infancy and toddler years
- Defining Language Arts (oral language and literacy-written language)
- Listening, Speaking, Reading, Writing
- Letter recognition
- Sounds of language (Phonics)
- Phonemic awareness
- Beginning Reading
- Beginning Writing
- Reading and Writing in the Elementary Years
- Acquiring English as a second language (English Language Learners)
- Play-based techniques for literacy
- Environments for literacy
- Selecting and utilizing children's literature in a variety of content areas (language arts, math, science, social studies, and fine arts)
- And other topics deemed relevant by the instructor

National Association for the Education of Young Children (NAEYC) Standards measured in this course:

1. Promoting child development and learning
2. Teaching and learning
3. Observing, documenting, and assessing
4. Using developmentally appropriate approaches to connect with children and families
5. Using content knowledge to build meaningful curriculum
6. Becoming a professional

Course Learning Outcomes:

Learning Outcomes – Upon successful completion of this course, students will:

1. Define literacy and emergent literacy
2. Analyze various theories of language development
3. Describe the teacher's role in promoting emergent literacy
4. Create literacy environments and experiences for children
5. Select and share appropriate literature with children.
6. Reflect on developmentally appropriate practice and application of course content to Early Childhood settings

Methods of Assessment:

- 1-2-3. In-class assignments, midterm (with minimum of one essay question), final exam, and other quizzes deemed necessary by the instructor. Minimum grade of 70 to meet the standard.
- 3-4-5. Students will submit a term project including 3 literature selections for a particular age group (birth-grade 4) and 3literacy activities designed for the same age group. This project will be graded by a departmental rubric with the student achieving a minimum grade of 70 points to meet the standard.
- 6. Written, in-class journal reflections on the weekly topic of study and its application to early childhood settings.

Required text(s), optional text(s) and/or materials to be supplied by the student:

Machado (J. M.). Early childhood experiences in Language Arts: Early literacy, (latest edition), Cengage.

Bredecamp, S. & Coppel, C. *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8 (latest edition).* Washington, DC: NAEYC.

Suggested Course Maximum:

35

List any specific or physical requirements beyond a typical classroom required to teach the course.

None

Course Requirements/Grading System: Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course.

After reading the text book and participating in class lecture and discussions, students will compile and arrange a term project: select and extend 6 literature books for children in a specific age group (birth-grade 4) and 6 additional literacy activities for the same age group. The project will be graded according to a departmental rubric, and students will share portions of the project in class. Students will take written tests designed by the instructor.

Grades will be determined in the following manner:
40% Written tests (minimum of midterm with one essay question and a final exam)
40% Term project
20% Attendance, class participation, and participation in weekly in-class reflections

Grading Scale
A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=59 and below

Curriculum Checklist:

☐**Administrative General Education Course** (from ACGM, but not in WCJC Core) – No additional documents needed.

☐**Administrative WCJC Core Course**. Attach the Core Curriculum Review Forms

       ☐Critical Thinking

       ☐Communication

       ☐Empirical & Quantitative Skills

       ☐Teamwork

       ☐Social Responsibility

       ☐Personal Responsibility

☒**WECM Course** -If needed, revise the Program SCANS Matrix and Competencies Checklist