

GENERAL INFORMATION			
Name: Dr. Susan Neimand	Phone #: (305) 237-6152		
Course Prefix/Number: EEC2224	Course Title: Emergent Literacy Through the Use of Children's Literature		
Number of Credits: 3			
Degree Type	<input type="checkbox"/> B.A. <input type="checkbox"/> B.S. <input type="checkbox"/> B.A.S <input checked="" type="checkbox"/> A.A. <input checked="" type="checkbox"/> A.S. <input type="checkbox"/> A.A.S. <input type="checkbox"/> C.C.C. <input type="checkbox"/> A.T.C. <input type="checkbox"/> V.C.C		
Date Submitted/Revised: 2008-1	Effective Year/Term: 2009-1		
<input checked="" type="checkbox"/> New Course Competency <input type="checkbox"/> Revised Course Competency			
Course to be designated as a General Education course (part of the 36 hours of A.A. Gen. Ed. coursework): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
The above course links to the following Learning Outcomes: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Numbers / Data <input checked="" type="checkbox"/> Critical thinking <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Cultural / Global Perspective </td> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Social Responsibility <input checked="" type="checkbox"/> Ethical Issues <input checked="" type="checkbox"/> Computer / Technology Usage <input type="checkbox"/> Aesthetic / Creative Activities <input type="checkbox"/> Environmental Responsibility </td> </tr> </table>		<input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Numbers / Data <input checked="" type="checkbox"/> Critical thinking <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Cultural / Global Perspective	<input checked="" type="checkbox"/> Social Responsibility <input checked="" type="checkbox"/> Ethical Issues <input checked="" type="checkbox"/> Computer / Technology Usage <input type="checkbox"/> Aesthetic / Creative Activities <input type="checkbox"/> Environmental Responsibility
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Course Description (limit to 50 words or less, must correspond with course description on Form 102): The student will learn about the early childhood teacher's role in promoting emergent literacy in infants, toddlers, and preschoolers. Topics include early literacy, oral language acquisition, quality children's literature, emergent reading and emergent writing, family literacy, and literature perspectives to celebrate diversity and to support a curriculum that builds an understanding of human experiences.			
Prerequisite(s): EEC1200 OR EEC2700	Corequisite(s):		

Course Competencies: (for further instruction/guidelines go to: <http://www.mdc.edu/asa/curriculum.asp>)

Upon completion of the course, the student will:

Competency 1: Characterize early literacy instruction in early childhood by:

- a. Defining early literacy as it relates to oral language and vocabulary, emergent reading, and emergent writing.
- b. Defining terms in early literacy, such as alliteration, conversational babble, family literacy, initial blend, phonemic awareness, phonological awareness, scribble writing, syllable, etc.
- c. Discussing how home language and culture affect literacy development.
- d. Examining effective teacher strategies to promote early literacy.

Competency 2: Trace the development of oral language by:

- a. Identifying strategies that facilitate the development of effective oral language acquisition (e.g., vocabulary, grammar, syntax) and listening skills.
- b. Utilizing instructional methods and strategies to increase vocabulary acquisition (e.g. word analysis, choice of words, context clues, multiple exposures) across the curriculum.
- c. Describing the steps in first and second language acquisition.
- d. Demonstrating an understanding of how non-English speaking students acquire English as a second language in the early childhood years.
- e. Describing the benefits of continued instruction in a child's home language as s/he begins to learn English.
- f. Developing strategies to work with non-English speaking children to promote English language development and positive self-concept.
- g. Practicing conversational skills to promote young children's vocabulary development.
- h. Compiling a Resource File of activities that promote phonological awareness in young children.

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Competency 3: Promote quality children’s literature by:

- a. Identifying nationally recognized children’s books, such as Caldecott Medal Award, Pura Belpre Award, and Coretta Scott King Award winners.
- b. Examining both fiction and non-fiction books for infants, toddlers, and preschoolers.
- c. Discussing the principles to be utilized in the selection of children’s literature for early childhood programs.
- d. Compiling a resource file of multicultural children’s literature, including fiction and non-fiction books, poetry, alphabet books and books to promote phonological awareness.

Competency 4: Summarize the importance of a Shared Reading program by:

- a. Defining Shared Reading.
- b. Discussing the benefits of incorporating Shared Reading into the early childhood curriculum.
- c. Listing the components of a Shared Reading program for young children.
- d. Demonstrating use of the Shared Reading format.
- e. Compiling a resource file of appropriate children’s literature, along with activities for children, to be used during Shared Reading.

Competency 5: Link literacy and play by:

- a. Reviewing the research on the role of play in promoting children’s literacy.
- b. Discussing teacher’s role in scaffolding oral language development during play.
- c. Taking and posting dictations of children’s oral language during play experiences.
- d. Making literacy prop boxes for dramatic play.
- e. Identifying appropriate children’s literature relating to play.
- f. Discussing strategies for creating a classroom environment that promotes literacy in all play areas.

Competency 6: Promote the development of children’s emergent reading skills by:

- a. Defining emergent reading.
- b. Discussing alphabetic principle, metalinguistic awareness, alliteration and rhyme, phonemes, phonological awareness and syllables in relation to emergent reading.
- c. Designing classrooms that promote emergent reading through the use of labels, lists, directions, schedules, calendars, messages, sign-in sheets, etc.
- d. Planning activities based on children’s interests for alphabet letter recognition.
- e. Planning activities based on children’s interests for word recognition, such as key words and word walls.
- f. Identifying children’s literature that promotes phonological awareness.
- g. Identifying children’s literature that promotes alphabet awareness.
- g. Selecting children’s poetry that promotes emergent reading in young children.

Competency 7: Promote the development of children’s emergent writing skills by:

- a. Defining emergent writing.
- b. Discussing how many literacy skills develop simultaneously in young children.
- c. Identifying written language functions, formats, and features.
- d. Evaluating samples of children’s attempts at writing.
- e. Developing the expectation that children will write.
- f. Planning and developing materials for a children’s writing center.

Competency 8: Support Family Literacy by:

- a. Defining Family Literacy.
- b. Discussing parents as first teachers of children’s emerging literacy skills.
- c. Identifying strategies to support non-English speaking families in promoting literacy.
- d. Identifying resources to assist families with low literacy skills.
- e. Identifying strategies to make children’s literature available for family’s home use.
- a. Planning a classroom Family Literacy event.

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