Course Description
EEC3213 | Language, Literature, and Emergent Literacy | 3.00 credits
This course focuses on the development of language and literacy in children ages birth through age five. The teacher candidate will learn the process of emergent literacy including vocabulary and oral language development, phonological awareness, alphabetic principle, print knowledge, and comprehension. The teacher candidate will learn to design developmentally appropriate and effective emergent literacy activities aligned with the early learning and developmental standards. (Ten hours of clinical experience required in an approved pre-kindergarten inclusion setting.) Pre/Corequisite of EEC 1000.

Course Competencies
Competency 1: The teacher candidate will characterize emergent literacy instruction in early childhood by:
1. Defining early literacy
2. Defining terms in early literacy, including oral language, vocabulary, phonological awareness, print knowledge, and comprehension
3. Examining effective teacher strategies to promote early literacy
4. Describing an environment that supports a wide reading of print and digital texts, including various genres, to enhance emergent literacy development

Competency 2: The teacher candidate will understand the development of oral language by:
1. Identifying the developmental process of oral language and strategies that facilitate the development of effective oral language acquisition and listening skills, including receptive and expressive vocabulary
2. Describing how the children's development of oral language (i.e., phonology, morphology, syntax, semantics, and pragmatics) relates to language comprehension
3. Utilizing instructional methods and strategies to increase vocabulary acquisition across the curriculum
4. Practicing conversational skills to promote young children's social and academic language development
5. Applying developmentally appropriate instructional practices for scaffolding the development of oral/aural language skills
6. Utilizing evidence-based practices for students with reading difficulties and characteristics of dyslexia
7. Describing how the variation in students' oral language exposure and development requires differentiated instruction
8. Applying a child's home language proficiency as a foundation and strength to support oral language development in English
9. Examining how building oral language facilitates phonological awareness, comprehension, vocabulary, and fluency
10. Utilizing oral language to enhance phonological awareness, comprehension, vocabulary, and fluency
11. Understanding the role of oral language informal and formal assessments to inform instruction determined by individual student strengths and needs

Competency 3: The teacher candidate will understand the development of phonological awareness by:
1. Describing the differences between phonological awareness (e.g., rhyme, words, syllables, rimes) and phonemic awareness (phonemes)
2. Identifying evidence-based and multisensory practices to develop students' phonemic awareness (e.g., Elkonin boxes or magnetic letters)
3. Recognizing how variations in phonology across dialects and speech patterns can affect phonemic awareness as it relates to language development and reading (e.g., phonological processing, body-coda, phonemic analysis, and synthesis)
4. Recognizing how variations in phonology across dialects and speech patterns affect written and oral language (e.g., speech and language disorders, language and dialect differences)
5. Examining the distinguishing characteristics of students with reading difficulties, including students with

dyslexia, and how they affect phonemic awareness

Competency 4: The teacher candidate will promote quality children's literature by:
1. Identifying nationally recognized children's books such as Caldecott Medal Award, Pura Belpre Award
2. Examining a variety of developmentally appropriate books and genres for infants, toddlers, and preschoolers
3. Discussing the principles to be utilized in the selection of quality children's literature for early childhood programs
4. Selecting literature from a variety of genres that build emergent literacy skills (language, comprehension vocabulary, phonological awareness, and print knowledge)
5. Identifying developmentally appropriate critical literacy read-alouds to explore unique topics in the early childhood classroom
6. Comprehending the impact of text complexity upon comprehension

Competency 5: The teacher candidate will demonstrate the importance of quality reading experiences by:
1. Describing picture walk, read aloud, shared reading, dialogic reading, story retelling, critical literacy, and digital text or media
2. Discussing the benefits of incorporating quality experiences into the early childhood curriculum
3. Demonstrating developmentally appropriate read aloud strategies
4. Applying intentional instructional practices for the development of higher order thinking and comprehension
5. Utilizing read alouds to enhance oral language, comprehension, and vocabulary development
6. Providing opportunities for students extended text discussion to enhance comprehension, oral language, and vocabulary

Competency 6: The teacher candidate will link literacy and play by:
1. Discussing the teacher's role in scaffolding oral language development during play
2. Taking dictations of children's oral language during play experiences
3. Creating literacy prop boxes for dramatic play
4. Discussing strategies for creating a classroom environment that promotes literacy in all play areas

Competency 7: The teacher candidate will promote the development of children's emergent reading by:
1. Defining emergent literacy and differentiating it from early literacy
2. Discussing oral language, phonological awareness, print knowledge, vocabulary, comprehension, and oral fluency as they relate to emergent reading
3. Incorporating age-appropriate literacy materials throughout the different centers of the classrooms that promote emergent reading
4. Identifying children's literature that promotes oral language, phonological awareness, print knowledge, vocabulary, comprehension, and oral fluency
5. Planning and applying activities based on children's literature for oral language, phonological awareness, print knowledge, vocabulary, comprehension, and oral fluency
6. Selecting literacy activities that support the development of emergent reading, mathematics, science, and social studies concepts

Competency 8: The teacher candidate will promote the development of children's emergent writing by:
1. Discussing how literacy skills develop simultaneously in young children
2. Evaluating samples of children's attempts at writing
3. Distinguishing among the developmental stages of writing
4. Taking dictations of children's writing
5. Using writing experiences to enhance oral language (e.g. language experience)
6. Discussing the importance of creating an environment that facilitates the natural process of emergent writing
7. Incorporating age-appropriate literacy materials throughout the different centers of the classrooms that

promote emergent writing

Competency 9: The teacher candidate will support family literacy by:
1. Discussing families as first teachers of children's emerging literacy skills
2. Examining how English language learners' linguistic and cultural background will influence comprehension
3. Discussing how home language and culture affect literacy development
4. Identifying strategies to support non-English speaking families in promoting literacy
5. Identifying strategies to make children's literature available for family home use
6. Incorporating instructional practices that develop authentic uses of English to assist emergent bilinguals and their families in supporting emergent literacy skills at home
7. Engaging and supporting caregivers and families in evidence-based language and reading development activities for their children

Learning Outcomes:
- Communicate effectively using listening, speaking, reading, and writing skills
- Solve problems using critical and creative thinking and scientific reasoning
- Formulate strategies to locate, evaluate, and apply information