BARTON COMMUNITY COLLEGE

##### COURSE SYLLABUS

## I. GENERAL COURSE INFORMATION

Course Number: CHLD 1565

Course Title: Preschool Language and Literacy

Credit Hours: 3

Prerequisites: None

Division/Discipline: Workforce Training and Community Education-Early Childhood

Course Description: This course is designed to teach students how to recognize and implement appropriate environmental strategies that support early literacy development and appropriate early experiences with books and writing. Emphasis is placed on speaking and listening, as well as reading and writing readiness. Upon completion of the course, students will be able to select, plan, implement, and evaluate appropriate early literacy experiences.

## II. INSTRUCTOR INFORMATION

## III. COLLEGE POLICIES

Students and faculty of Barton Community College constitute a special community engaged in the process of education. The College assumes that its students and faculty will demonstrate a code of personal honor that is based upon courtesy, integrity, common sense, and respect for others both within and outside the classroom.

Plagiarism on any academic endeavors at Barton Community College will not be tolerated. The student is responsible for learning the rules of, and avoiding instances of, intentional or unintentional plagiarism. Information about academic integrity is located in the Student Handbook.

The college reserves the right to suspend a student for conduct that is determined to be detrimental to the College educational endeavors as outlined in the College Catalog, Student Handbook, and College Policy & Procedure Manual. (Most up-to-date documents are available on the College webpage.)

Any student seeking an accommodation under the provisions of the Americans with Disability Act (ADA) is to notify Student Support Services via email at [disabilityservices@bartonccc.edu](mailto:disabilityservices@bartonccc.edu).

## IV. COURSE AS VIEWED IN THE TOTAL CURRICULUM

Knowing how to read and write competently is essential to success and full participation in our society. The inability to read proficiently has profound consequences for school and life success. In addition, literacy standards are becoming higher within our own and other societies. We now know that the process of learning this critical skill—reading—is a long one that begins early in life. A growing body of research has demonstrated that reading success in school is dependent on children developing a group of early literacy skills before they begin kindergarten. This group of early literacy skills includes expressive and receptive language, concepts of print and appreciation of literature, emergent writing, letter knowledge, and phonological awareness. These early literacy skills are necessary for children to master the alphabetic principle that underlies reading, and thus they serve as both precursors to and part of learning to read.

Preschool teachers and other adults working with young children can play a significant role in facilitating later reading success by engaging young children in early language and literacy experiences. In order to do this, teachers need to understand the components of early language and literacy and the underlying research and theory. Preschool teachers also must have a repertoire of strategies that include (1) plans for creating language and literacy rich classroom environments and (2) activities that intentionally promote early literacy development. These strategies should be developmentally appropriate and consistent with current knowledge of how young children develop, learn, and thrive.

# This course is one in a series of career technical courses designed to prepare students for an entry level position. Students planning to transfer credit for a baccalaureate degree will be granted transfer credit only as determined by the four-year institution. The transferability of all college courses will vary among institutions, and perhaps even among departments, colleges, or programs within an institution. Institutional requirements may also change without prior notification. Students are responsible to obtain relevant information from intended transfer institutions to insure that the courses the student enrolls in are the most appropriate set of courses for the transfer program.

## ASSESSMENT OF STUDENT LEARNING

Barton Community College assesses student learning at several levels:  institutional, program, degree and classroom.  The goal of these assessment activities is to improve student learning.  As a student in this course, you will participate in various assessment activities.  Results of these activities will be used to improve the content and delivery of Barton’s instructional program.

Course Outcomes, Competencies, and Supplemental Competencies:

A. List key findings in early language and literacy research.

1. Define “early language” and “literacy,” including their components and their relationship and relevance to the preschool years of development.
2. Describe how research has shown that experiences during the early years lay the foundation needed for later success in conventional reading and writing for all children.

B. Promote children’s communication and language development.

1. Describe the continuum of language development from infancy through age five years, including development of second language learning.
2. Describe how to support vocabulary and language development through materials, activities, and enriching the classroom environment.

C. Identify and explain how adults support the development of (1) concepts of print and (2) knowledge and love of books.

1. Describe various strategies to promote print awareness, including functional print, environmental print, and book handling skills.
2. Describe various strategies for engaging children with books, including reading aloud, shared reading, and independent reading.

D. Explain how to promote children’s early writing.

1. Describe the continuum of writing development (from scribbling to conventional writing).
2. b. Embed a variety of opportunities in the daily routine for children to engage in writing that will sustain their interest in writing and print.

E. Analyze the importance of adapting literacy strategies for the individual learning styles, needs, and interests of all young children.

1. Discuss individualized goals and adapting literacy materials for children with disabilities and special learning needs.
2. Describe how to incorporate cultural and linguistic diversity when planning early literacy environments and activities for second language learners.

F. Recognize the relationship between phonological awareness, alphabet knowledge, and reading.

1. Describe how to engage children in learning the code using a variety of meaningful and motivating learning experiences and teaching strategies that promote children’s phonological awareness and alphabet knowledge.
2. Define phonological awareness and describe why it is important and its relationship to learning the code.
3. Define and describe the alphabetic principle and how children gain this understanding in the context of meaningful daily experiences.
4. Utilize ongoing observation to assess children’s language and literacy development.
5. Explain how a developmental continuum of early literacy can be used to assess children’s progress and adapt teaching and learning experiences to children’s individual needs and strengths.
6. Describe ways to assess children’s emergent literacy learning using observation and informal strategies.

## INSTRUCTOR'S EXPECTATIONS OF STUDENTS IN CLASS

## TEXTBOOKS AND OTHER REQUIRED MATERIALS

### REFERENCES

### METHODS OF INSTRUCTION AND EVALUATION

## ATTENDANCE REQUIREMENTS

## COURSE OUTLINE