

# North Hennepin Community College

## EDUC 1350: Foundations of Teaching Literacy

### A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: \*.\*

Lab Hours/Week: \*.\*

OJT Hours/Week: \*.\*

Prerequisites: None

Corequisites: None

MnTC Goals: None

This course focuses on the literacy needs and development of today's children. The course provides background on how literacy develops and places emphasis on the stages of literacy development. It presents both the theories and strategies that are needed in order to fully understand emerging readers and writers and how learners can be empowered in today's classrooms to function competently as literate adults in the twenty-first century. As part of the course requirement, this course requires at least 10 hours of experience (e.g., service learning hours, volunteer hours, etc.) in the K-12 setting outside of class meeting time.

Formerly Titled: Language and Learning

**B. COURSE EFFECTIVE DATES:** 08/26/2004 - Present

### C. OUTLINE OF MAJOR CONTENT AREAS

1. How literacy develops; emergent, transitional, and advanced literacy skills
2. Nurturing literacy development at home and at school
3. Effective instructional practices in helping all children develop their literacy potential
4. Difficulties in literacy: reading, writing, and language usage and specific disabilities
5. Challenges for literacy education due to increasing diversity of school populations
6. At least 10 hours of experience (e.g., service learning hours, volunteer hours, etc.) in the K-12 setting required

### D. LEARNING OUTCOMES (General)

1. Assess and articulate the latest research on literacy education, including the teaching of reading, writing, and oral language (NHCC ELO 2)
2. Identify ways to enhance literacy development for all learners (NHCC ELO 3)
3. Examine the role of culture, linguistic differences, and special needs in language and literacy learning (NHCC ELOs 2, 3)
4. Demonstrate knowledge of each stage of literacy development (NHCC ELO 2)
5. Describe balanced approaches to literacy in organizing classroom environments (NHCC ELO 2)
6. Evaluate effective developmental, age-appropriate, and culturally sensitive instructional strategies and curriculum in reading and writing (NHCC ELOs 2, 3)
7. Reflect on what it means to teach language, including analysis of experiential activities done in the K-12 setting as part of this course. (NHCC ELOs 2, 3, 4)

### E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

## **F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

## **G. SPECIAL INFORMATION**

2. Intellectual and Practical Skills - Including: Inquiry and analysis; Critical and creative thinking; Written and oral communication; Quantitative literacy; Information literacy; Teamwork and problem solving.
3. Personal and Social Responsibility and Engagement - Including: Civic knowledge and involvement; campus, local and global; Intercultural knowledge and competence; Ethical reasoning and action; Foundations and skills for lifelong learning .