

Inver Hills Community College

EDU 2020: Foundations of Early Literacy

A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: 0

OJT Hours/Week: *.*

Prerequisites: None

Corequisites: None

MnTC Goals: None

Focuses on theories and strategies related to literacy in PreK-3 classroom and home settings. Class sessions feature instructional methods to promote early literacy skill development and provide opportunities to learn about concepts of print, phonemic awareness, vocabulary, comprehension, and writing. Includes a review of developmental assessment and evaluation practices. Intended for prospective early childhood or primary teachers, school paraprofessionals, and other educators working with emergent readers.

B. COURSE EFFECTIVE DATES: 08/26/2013 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Stage analysis, related to early development 15%
2. Instructional strategies to support emergent readers 25%
3. Identification of appropriate literacy assessments and measures 15%
4. Administration of literacy assessments and measures 15%
5. Home to school connections for oral development and literacy skills 15%
6. Historical research, theories, and recent trends 15%

D. LEARNING OUTCOMES (General)

1. Analyze stages of emergent reader development, including phonemic awareness, concepts of print, knowledge of alphabetic principles, phonics, phoneme-grapheme correspondence, decoding strategies and word structure.
2. Explain strategies and activities to support emergent readers to access and understand text.
3. Evaluate knowledge and processes used by educators to administer a range of literacy assessments, including running records, miscue analysis, emergent literacy assessments, informal reading inventories, and word recognition tests.
4. Practice administration and interpretation of these common assessments.
5. Research oral language development and home language and literacy practices.
6. Review history of literacy research and analyze recent trends related to assessment and instruction in reading and writing.

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

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted