ECED 2100: Introduction to Language & Literacy

A. COURSE DESCRIPTION

Credits: 3
Lecture Hours/Week: 2
Lab Hours/Week: 2
OJT Hours/Week: *.*
Prerequisites: None
Corequisites: None
MnTC Goals: None

This course is an introduction of language and literacy development from birth to age eight. Students will obtain skills in creating developmentally appropriate learning experiences that support emerging literacy skills in children at all developmental levels. Students will apply knowledge of child development to a wide range of instructional practices, approaches, methods, and curriculum materials to promote conversation, literature appreciation, and to foster literacy in the home.

NOTE: This course requires a MN DHS criminal background study including fingerprints.

B. COURSE EFFECTIVE DATES: 01/13/2020 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Explain the typical and atypical development of language and literacy in young children.
2. Plan, design, and demonstrate developmentally appropriate (DAP) learning experiences that encourage the development of language or communication skills, including children's ability to express ideas and feelings.
3. Plan, design, and demonstrate DAP learning experiences and teaching practices that encourage the use and construction of literacy skills at all developmental levels.
4. Plan, design, and demonstrate learning experiences related to concepts of print written in English.
5. Demonstrate a variety of appropriate motivating strategies and instruction in oral language development.
6. Apply knowledge to EC settings with a variety of age groups.
7. Identify quality children's literature in a variety of genres.
8. Describe a variety of strategies to motivate, encourage, and support children and families to read and promote literacy in the home.
9. Explore community resources that provide opportunities for children and families to develop language/literacy experiences.
10. Recognize the relationship between language and literacy experiences to all learning domains and school readiness.
D. LEARNING OUTCOMES (General)

1. (3.C.) A teacher of young children in preprimary classrooms plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand:
   (5) strategies for assessing a preprimary-aged child's emerging level of cognitive development and how to use this information to establish individual cognitive development goals and design developmentally appropriate learning experiences that:
      (g) encourage the development of language and communication skills;
      (h) encourage the use and construction of literacy skills (TECE 3.C.5.g, 3.C.5.h)

2. (LO #1 con't)
   (8) strategies for assessing a preprimary-aged child's emerging level of creative development and how to use this information to establish individual creative development goals and design developmentally appropriate learning experiences that:
      (c) encourage children to express ideas and feelings (TECE 3.C.8.c)

3. (3.D.) A teacher of young children in the primary grades plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand:
   (4) the central concepts and tools of inquiry for teaching language and literacy, including how to:
      (a) use teaching practices that support and enhance literacy development at all developmental levels (TECE 3.D.4.a)

4. (3.E.) A teacher of young children in the primary grades must have knowledge of the foundations of reading processes, development, and instruction, including:
   (3) concepts about print, including:
      (a) knowledge about how letters, words, and sentences are represented in written English;
      (b) the importance of teaching uppercase and lowercase letter recognition and formation; and
      (c) the instructional progression of the alphabetic principle (TECE 3.E.3.a, 3.E.3.b, 3.E.3.c)

5. (3.F.) A teacher of young children in the primary grades must have knowledge of and ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction, including:
   (1) appropriate, motivating instruction, both explicit and implicit, in:
      (a) oral language development (TECE3.F.1.a)
   (2) selection, design, and use of appropriate and engaging instructional strategies, activities, and materials, including:

6. (LO #4 con't)
   (a) multisensory techniques to ensure that students learn concepts about print including how to recognize and write letters (TECE3.F.2.a)

7. (3.H.) A teacher of young children in the primary grades must have the ability to create a literate and motivating environment that fosters reading by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments, including:

8. (LO #5 con't)
   (7) the use of a variety of strategies to motivate students to read at home; encourage and provide support for parents or guardians to read to their children, in English or in the primary languages of English learners; and to use additional strategies to promote literacy in the home. (TECE 3.H.7)

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

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted