

**Course #** CDEV 337 Language Arts and Emergent Literacy 2

Credit Hours: 3 credit hours

**Scheduled hours per week**

Lecture: 3

Lab: 0

Field

Experience:

0

**Catalog Course Description:** This course expands on previous teaching on strategies for emergent language and literacy experiences for young children. Includes study of effective strategies for promoting verbal ability and emerging literacy including pre-reading and pre-writing experiences. Course will review evaluation strategies appropriate for emergent literacy assessment.

**Pre-requisites:** Admission to Child Development BAS Program

**Co-requisites:** None

**Course Learning Outcomes (CLO):**

1. Discuss language and reading development across the early childhood years. (NAEYC 1b., 2.b) (WV Core Competencies 1.8)
2. Explain the research and theory about effective learning environments that support individual motivation to read and write. (NAEYC 1.b, 1.c, 4b, 5.c) (WV Core Competencies 1.1, 1.10, 1.8, 4.4)
3. Demonstrate how to incorporate language arts across the early education curriculum. (NAEYC 4.c, 4.d) (WV Core Competencies 4.5, 4.6)
4. Demonstrate how the reading and writing curriculum is related to local, state, and professional standards (NAEYC 1.c, 1.d) (WV Core Competencies 4.5)
5. Select instructional approaches based on evidence-based rationale, developmentally appropriate practice, student needs, and purposes for instruction. (NAEYC 1.a – d, 4.b, 4.c) (WV Core Competencies 1.1,4.1-6)
6. Demonstrate how to adapt the environment to meet learner goals. (NAEYC 1.b, 4.c) (WV Core Competencies 1.8, 4.4, 4.5, 4.6)
7. Incorporate traditional print, digital, and online resources as instructional tools to enhance student learning. (NAEYC 4.c) (WV Core Competencies 1.8, 4.4, 4.5, 4.6)
8. Discuss the importance of providing positive reading and writing behaviors and serving as a model for children. (NAEYC 4.a, 5.b) (WV Core Competencies 4.1)
9. Discuss effective strategies for partnering with families to support children’s emergent literacy. (NAEYC 2.a-c, 3.d) (WV Core Competencies 2.1, 2.3, 3.4)
10. Plan effective strategies for supporting literacy for dual language learners. (NAEYC 4.b, 4.c, 5.c) WV Core Competencies 1.9)
11. Explain why choosing developmentally appropriate, culturally appropriate assessment to inform teaching is important. (NAEYC 3.a -d) (WV Core Competencies 1.2, 3.1, 3.2, 3.4)

**CLO Assessment Methods:** Discussions, projects, and written assignments.

**Topics to be studied:**

- Role of language in children’s learning
- Young children as readers

- Print rich environment
- Development effective strategies
- Young children as writers
- Interactive reading
- Modeled literacy
- Fluency/comprehension
- Phonological awareness
- Print concepts

**Relationship of Course to Program Learning Outcomes (PLO) or Institutional Learning Outcomes:**

- Plan and implement developmentally appropriate curriculum based on knowledge of child development and educational theory with consideration for the multiple factors that influence child development.
- Initiate, sustain, and develop relationships with families and communities to build a respectful and reciprocal community of learners to support children.
- Select, use, and evaluate assessment techniques and strategies, such as observation and documentation.
- Identify as an early childhood professional and participate in the profession through commitment to the Code of Ethical Conduct, professional organizations and professional development, and advocacy for children and families.

Check if approved as:  Foundational Learning Course     Reinforcement Learning Course

**Special requirements of the course:** None

**Additional information:** None

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**Date:** 03/20/2022