

El Paso Community College
Syllabus
Part II
Official Course Description

SUBJECT AREA	<u>Child Development</u>
COURSE RUBRIC AND NUMBER	<u>CDEC 1370</u>
COURSE TITLE	<u>Language and Literacy for</u> <u>Infants and Toddlers</u>
COURSE CREDIT HOURS	<u>3 3 :</u> <u>0</u> Credits Lec Lab

I. Catalog Description

Studies appropriate infant and toddler programs (birth to age 3), including an overview of development, quality routines, learning environments, materials and activities, and teaching/guidance techniques. **(3:0)**.

II. Course Objectives

A. Unit I. Child Development and Early Literacy

1. Define language and literacy for infants and toddlers.
2. Describe how physical development, social and emotional development, and cognitive development have implications for early language and literacy.
3. Discuss the importance of the infant and toddler stages for later learning.
4. Discuss how learning to read and write is an ongoing process that begins in infancy.

B. Unit II. Research on Early Language and Literacy Development.

1. Discuss the major theories of language and literacy development.
2. Discuss how language and literacy are interwoven.
3. Describe how oral language is the foundation for literacy development.
4. Discuss the importance of language development to learning.

C. Unit III. Foundations for Early Literacy for Infants

1. Describe daily activities involving developmentally appropriate songs and games for infants.
2. Describe developmentally appropriate books for infants to look at and have read to them.
3. List developmentally appropriate lullabies, stories, and finger plays for infants.

D. Unit IV. Foundations for Early Literacy for Toddlers

1. Plan daily opportunities for toddlers to enjoy a variety of books, including picture books, books with words, and interactive books.
2. Describe how opportunities for toddlers to “write” their own books can be incorporated into their book experiences.
3. Plan games, songs, and finger plays for toddlers to enjoy.
4. Plan drawing and painting developmentally appropriate activities for toddlers to enhance eye-hand coordination necessary for reading and writing.
5. Describe the appropriate toys and equipment in the toddler learning areas.

E. Unit V. Components of the Early Literacy Curriculum

1. Describe effective teaching practices that enhance language and literacy development.
2. Describe the importance of play in the learning process for infants and toddlers.
3. Discuss the importance of music, movement, and singing in language development.
4. Describe language development in terms of receptive language, expressive language, and communication pragmatics.
5. Describe strategies for children with speech and language delays.
6. Discuss reasons for speech and language delays.
7. Discuss the importance of early detection and intervention for children with speech and language delays.

F. Unit VI. Assessment Measures

1. List appropriate assessment measures for infants and toddlers.
2. Discuss the National Association for the Education of Young Children (NAEYC) perspective on assessment of very young children.
3. Discuss the pros and cons of using standardized tests on very young children.

G. Unit VII. Importance of Parent and Family Involvement in Language and Literacy Development

1. Describe the Relationship-Based Approach.
2. Discuss the importance of culture and language in literacy development.
3. Discuss the importance of positive, caring relationships with family members and teachers in the learning process.
4. Discuss the issue of bilingual language acquisition in infants and toddlers.

III. Evaluation

- A. The instructor will maintain a continuous record of each student's progress on an institutionally approved grade sheet or computerized substitute. All instructors must keep records in such a way that information would be clear to a second party having to check grade computation in special cases. An explanatory legend should be provided on the grade sheet.
- B. The evaluation of the assignments should be based on the student's mastery of the assigned objectives. In addition to assignments, the instructor may require quizzes and exercises on course content. The instructor may also require a journal or free writing assignments.
- C. The course projects will be devised at the instructor's discretion.

D. Grading Scale:

- A = 90 – 100
- B = 80 – 89
- C = 70 – 79*
- D = 60 – 69*
- F = below 60*

E. Remediation

At the instructor's discretion, students may be allowed to rewrite papers or retest for higher grades. Students seeking additional help may obtain tutoring assistance from the Writing Center at any campus.

IV. Disability Statement (Americans with Disabilities Act) (ADA)

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

V. 6 Drop Rule

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.