

# El Paso Community College

## Syllabus

### Part II

## Official Course Description

<b>SUBJECT AREA</b>	<u><b>Child Development</b></u>
<b>COURSE RUBRIC AND NUMBER</b>	<u><b>CDEC 1356</b></u>
<b>COURSE TITLE</b>	<u><b>Emergent Literacy for Early Childhood</b></u>
<b>COURSE CREDIT HOURS</b>	<u>3                      2    :    2</u> <b>Credits                      Lec    Lab</b>

### I. Catalog Description

An exploration of principles, methods, and materials for teaching language and literacy through a play-based integrated curriculum to children from birth through age eight. **(2:2). Lab fee.**

### II. Course Objectives

- A. Unit I. Theories of Language Development
  1. Review theories of language development.
  2. Summarize brain development as it relates to emergent literacy.
  3. Discuss the relationship between cognitive and language development
- B. Unit II. Literacy and Emergent Literacy
  1. Review language development as it relates to emergent literacy.
  2. Review reading and writing as they relate to emergent literacy.
- C. Unit III. Elements of Emergent Literacy
  1. Outline developmental milestones of language development/communication of children.
  2. Discuss processes related to emergent literacy.
  3. Explain the development of speaking, listening, reading and writing skills in children.
- D. Unit IV. Promoting Emergent Literacy
  1. Brainstorm the role of the teacher in promoting emergent literacy.
  2. Explain how the teacher can integrate the children's cultures into meaningful literacy experiences.
- E. Unit V. Literacy Environments
  1. Investigate ways to incorporate literacy in all classroom centers.
  2. Develop environments that are print-rich and offer children real-life and meaningful opportunities to develop skills and positive attitudes toward literacy.
  3. Provide opportunities with print in varied and meaningful contexts (e. g., listening to and retelling stories, engaging in "writing")
  4. Make literacy materials to use in early childhood programs.
- F. Unit VI. Appropriate Literature
  1. Analyze criteria for choosing activities and materials appropriate for each age group.
  2. Use a variety of techniques (puppets, dramatization, flannel boards, storytelling, finger plays, poetry, rhymes, riddles, songs, pictures, computers) to promote literacy.

3. Use a variety of developmentally appropriate books and other forms of print to promote literacy.
4. Read informally and frequently to children throughout the day

### **III. THECB Learning Outcomes (WECM)**

1. Define literacy and emergent literacy.
2. Analyze theories of language development.
3. Describe the teacher's role in promoting emergent literacy.
4. Create literacy environments and experiences for children.

### **IV. Evaluation**

1. 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.
2. The evaluation of the assignments should be based on the student's mastery of the assigned objectives. In addition assignments, the instructor may require quizzes and exercises on course content. The instructor may also require a journal or free writing assignments.
3. The course projects will be devised at the instructor's discretion.

Grading scale:

A = 90 - 100

B = 80 - 89

C = 70 - 79\*

D = 60 - 69\*

F = below 60\*

\*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.

### **V. 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).

### **VI. 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.

## **VII. Title IX and Sex Discrimination**

Title 9 (20 U.S.C. 1681 & 34 C.F.R. Part 106) states the following "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance." The Violence Against Women Act (VAWA) prohibits stalking, date violence, sexual violence, and domestic violence for all students, employees and visitors (male and female). If you have any concerns related to discrimination, harassment, or assault (of any type) you can contact the Assistant to the Vice President for Student and Enrollment Services at 915-831-2655. Employees can call the Manager of Employee Relations at 915-831-6458. Reports of sexual assault/violence may also be reported to EPCC Police at 915-831-2200.