

# ECED-1301: LANGUAGE AND LITERACY IN AN INTEGRATED CURRICULUM

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## Cuyahoga Community College

### Viewing: ECED-1301 : Language and Literacy in an Integrated Curriculum

**Board of Trustees:**

June 2023

**Academic Term:**

Fall 2023

**Subject Code**

ECED - Early Childhood Education

**Course Number:**

1301

**Title:**

Language and Literacy in an Integrated Curriculum

**Catalog Description:**

Overview of spoken and written language development of young children. Theories and research related to language and literacy development and the role of the teacher in facilitating this development. Planning, implementing, and evaluating developmentally appropriate multicultural materials and experiences for language discovery and learning. Selection and integration of appropriate inclusive literature in early childhood settings. Students participate in lecture/lab setting, learning how to listen, talk and read to young children. Observations in an early childhood setting are required.

**Credit Hour(s):**

3

**Lecture Hour(s):**

2

**Lab Hour(s):**

2

## Requisites

**Prerequisite and Corequisite**

ECED-1010 Introduction to Early Childhood Education: Children`s Development and Programs.

## Outcomes

**Course Outcome(s):**

Plan and organize a developmentally appropriate curriculum which fosters language and literacy development of young children.

**Objective(s):**

- a. Facilitate language and literature experiences with young children and prepare written plans to reflect these experiences.
  - b. Identify major theories of language acquisition and describe the relationship of language to physical/motor, cognitive, social, aesthetic, and emotional developments.
  - c. Describe strategies to expand children's skills in the four interrelated areas of the language arts: listening, speaking, writing and reading with special focus on use of literature experiences.
  - d. Articulate an understanding and appreciation of linguistic differences in the communication of children, their interest in and responses to literature experiences.
  - e. Identify the key concepts in brain development that are furthered by language and literacy experiences.
  - f. Describe anti-bias curriculum and cultural diversity and how it impacts planning.
  - g. Demonstrate an ability to incorporate state and national standards into planning appropriate language and literacy experiences for young children.
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**Course Outcome(s):**

Create and maintain a language and learning environment to meet the individual needs of all children.

**Objective(s):**

- a. Select and integrate appropriate inclusive literature in the classroom.
  - b. Design a child-centered language learning environment for young children, which is supportive of their cultural and linguistic diversity.
  - c. Create resource materials that support and enhance language and literacy development.
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**Course Outcome(s):**

Implement and evaluate developmentally appropriate language and literacy experiences.

**Objective(s):**

- a. Plan, facilitate, and evaluate developmentally appropriate play activities that build language and literacy competence.
  - b. Evaluate the effects of commercial/educational media and computer technology on young children.
  - c. Compare classroom observation and facilitation to developmentally appropriate practices.
  - d. Demonstrate the use of documentation of authentic literacy experiences to communicate children's learning.
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**Course Outcome(s):**

Create opportunities to increase family involvement and knowledge of appropriate language and literacy experiences and processes.

**Objective(s):**

- a. Identify the importance of the family in children's language and literacy development and exposure to literature.
  - b. Explain and apply knowledge related to the role of the teacher in respecting and supporting children's language development within their families' backgrounds.
  - c. Demonstrate knowledge of and respect for children's diverse cultural and linguistic backgrounds as they apply to children's knowledge and use of language and literacy.
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**Methods of Evaluation:**

- a. Preparation of learning activity materials
- b. Oral and written reports
- c. Written observation
- d. Quizzes and final examination
- e. Documentation examples

**Course Content Outline:**

- a. Language acquisition
  - i. Clarify definitions of language, communication and speech
  - ii. Review the typical developmental sequence of oral and written language
  - iii. Define phonology, semantics, syntax, and pragmatics
  - iv. Discuss the genetic and environmental influences on young children's language development and the role of literature in the environment
  - v. Recognize the functional uses of language
- b. Theories and research related to language acquisition
  - i. Cognitive-Developmental theory: Piaget
  - ii. Psycho-Sociolinguistic theory: Vygotsky
  - iii. Brain development
- c. Language arts
  - i. Listening
    1. Types of listening
    2. Auditory perception activities
    3. Learning activities and materials
    4. Importance of literature
  - ii. Speaking

1. Informal conversations/spontaneous language
  2. Dramatic play
  3. Small and large group times
  4. Learning activities and materials: literature dramatizations and storytelling
- iii. Writing
1. Relationships between drawing and writing
  2. Stages in writing development
  3. Learning activities and materials
  4. Print awareness and skill: recording children's stories
- iv. Reading
1. Sequence of reading behavior
  2. Reading methods: whole language, basal reading program, emergent literacy
  3. Learning activities and materials
  4. Literature experiences that support reading
- d. Language learning environments
- i. Designing settings for language discovery and use in the classroom: creation
  - ii. Integrating language arts into the curriculum
  - iii. Balancing teacher-initiated and child-initiated activities
  - iv. Promoting a positive verbal environment
  - v. Providing a language-rich and print-rich environment
  - vi. Choosing interesting materials, equipment, props for active learning
  - vii. Utilizing the outdoors to expand language and concept development
  - viii. Developing a daily schedule to support language, including role of small and large group story sharing
  - ix. Promoting the importance of play and active engagement of children
  - x. Responding to children's needs and interests, including selection of developmentally appropriate literature
- e. Role of the teacher
- i. Models enthusiasm for learning and effective communication skills
  - ii. Provides developmentally appropriate experiences and materials and selects appropriate, relevant literature
  - iii. Interacts, responds and converses with children and staff using a variety of listening, describing, reflecting, encouraging, and questioning skills
  - iv. Observes and evaluates the daily program
- f. Diversity in communication
- i. Standard English and dialect differences
  - ii. Children whose first language is not English
  - iii. Children with language delays and disorders
  - iv. Stories that support diversity and reflect diversity
- g. Media and technology
- i. Impact of television on children's development
  - ii. Use of computers with young children
  - iii. Evaluation of commercial software for children
  - iv. Exploration of teacher resources through computer links
- h. Family
- i. Role of the family, community, and culture in language development
  - ii. Importance of the home/school continuity
  - iii. Communication opportunities with parents

## Resources

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