

I. EDUC 565: THE YOUNG CHILD: LANGUAGE AND LITERACY DEVELOPMENT

II. 3 Semester Hours (Graduate)

III. COURSE DESCRIPTION

This course is a foundations course in developmental reading for teachers of younger children, emphasizing the characteristics of young children, oral language development, developing reading interests, the integration of all language arts in the beginning reading program, and current issues in teaching the young child to read.

IV. PLACE IN THE CURRICULUM

Required course in the Early Childhood Education Master's Program. Also required for reading specialist endorsements and emergent literacy educators. Optional for elementary literacy educators and literacy educators with ESL.

V. GOALS AND OBJECTIVES

- A. Goals – This foundations course in the development of language and literacy seeks to expand the professional horizons of teachers interested in early childhood education (preschool, kindergarten, and primary grades) regarding contemporary issues and practices in the development of language and literacy in young children. It is designed to meet the requirements of the Conceptual Frameworks by assisting teachers in honing skills for teaching reading and to provide knowledge to enable them to lead children to become readers and colleagues in improving reading instruction. Participants will be introduced to resources to help them continue to learn throughout their professional life.
- B. Candidates understand the importance of each content area in young children's learning. They know the essential concepts, inquiry tools, and structure of content areas including academic subjects and can identify resources to deepen their understanding.
- C. Objectives – The student who completes this course will be able to:
1. Explain the reading process as it is now understood in the light of responsible research and valid psychological learning principles. (T5, T8, LR7)
 2. Describe the behavioral characteristics of young children. (T6)
 3. Enumerate attributes of successful teachers of young children. (T9)
 4. Outline concept and language development patterns of the young child. (T6, T8)
 5. Explain the development of literacy, and identify the basic processes found in a developmental literacy program for young children. (T5, T6)
 6. Assess needs and strengths of beginning readers. (T3)
 7. Plan strategies for teaching the basic learnings in a developmental literacy program for young children. (T1, T2)
 8. Describe a variety of materials and approaches that will aid in identifying and taking care of the language arts and reading needs of the young children, including the slow learner and the culturally different child. (T2, LR4)

9. Describe how to arrange the learning environment and manage the classroom for optimum learning. (T4)
10. Appreciate more fully the communication skills, especially the receptive skill of reading, as choice blessings from God. (LR1)
11. Demonstrate knowledge and understanding of the concepts, skills, and processes of reading and writing as defined in the Nebraska Content Standards for first, fourth, eighth, and twelfth grades. (T2, LD1, LD2, LR7)
12. Candidates understand the importance of each content area in young children's learning. They know the essential concepts, inquiry tools, and structure of content areas including academic subjects and can identify resources to deepen their understanding.

VI. CONTENT

Understanding children's literacy development (LD2, LR7)

- a. Language development
- b. Literacy development
- c. Written language
- d. Spoken language functions
- e. Meaning-Form links
- f. Developmental changes in children's reading and writing

From birth to three years: Literacy beginners (LD2, LR7)

- a. Home influences
- b. What literacy beginners show us
- c. Implications for Child Care and Nursery School

From three to five years: Novice readers and writers (LD2, LR7)

- a. Constructing meaning
- b. Written language forms
- c. Meaning-Form links
- d. Written language functions

From five to seven years: Experimenting readers and writers (LD2, LR7)

- a. Experimenting with meaning
- b. Experimenting with forms
- c. Experimenting with meaning-form links
- d. Experimenting with functions of written language

From six to eight years: Conventional readers and writers (LD2, LR7)

- a. Meaning construction
- b. Written language forms
- c. Meaning-forms links-spelling
- d. The traditional end points: reading and word identification, vocabulary, and comprehension

Literacy-rich classrooms (LD2, LR7)

- a. Characteristics of literacy-rich classrooms
- b. Literacy materials
- c. Physical arrangements of classrooms
- d. Literacy routines

- e. Culturally sensitive and integrated curriculum
- f. Assessment, instruction, and grouping

Supporting literacy learning in preschools (LD2, LR7)

- a. Preschool context
- b. Preparing for phonemic awareness
- c. Preparing for literacy awareness, story concepts, and concepts of print
- d. Preschool experiences with book reading
- e. Preschool experiences with writing
- f. Preschool experiences with play

Supporting literacy in kindergarten (LD2, LR7)

- a. The kindergarten context: What's new here?
- b. Reading and writing in kindergarten
- c. Helping children attend to sounds in words
- d. Kindergarten experiences with reading
- e. Kindergarten experiences with writing
- f. Kindergarten experiences with play

Supporting literacy in first grade (LD2, LR7)

- a. Basal approaches to first grade reading instruction
- b. Guided reading approach to first grade reading instruction
- c. Writing instruction in first grade

Supporting literacy learning beyond first grade (LD2, LR7)\

- a. Using reading and writing workshop
- b. Reading and writing narratives
- c. Reading and writing poetry

- d. Reading and writing informational text
- e. Learning conventions

Diverse learners (LD2, LR7, LR4)

- a. Learners at risk
- b. Special-needs learners
- c. Learners from diverse cultural backgrounds
- d. Children from diverse language backgrounds

Assessment (LD2, LR7, T3)

- a. A day in kindergarten
- b. Classroom assessment
- c. Assessment tools
- d. Using portfolios

VII. METHODS

1. Lectures (T2, T4)
2. Large and small group discussion (LD2, LD7)
3. Videotape (T5)
4. Guest speakers (T9, LR7)
5. Student sharing of readings and learning center activities (T1, T2)

6. Student-led creative reading/language activities (T1, T2, LD1, LD2)
7. Book-making (T2)
8. Shared book experiences (LD2, LD5)
9. Field trip (optional) (T6, T9)

TEXTBOOKS

Gentry, J. Richard. Breaking the Code: The New Science of Beginning Reading and Writing. Portsmouth, NH: Heinemann, 2006.

Strickland, Dorothy S. Essential Readings on Early Literacy. Newark, DE: International Reading Association, Inc., 2010

VIII. STUDENT ROLES

1. Complete reading assignments as scheduled and/or assigned. (LR7)
2. Participate in a book club. Read the text and create a multimedia presentation to share with the class. (LD2)
3. Participate in small and large group discussions. (LD2, LD7)
4. Articulate the essential components of an exemplary literacy program.
5. Complete other assignments made by the instructor. (LR7)
6. Create a literacy project which will be implemented in an early childhood classroom. (T1, T2, LD1, LD2)

IX. EVALUATION (T1, T2, T5, T6, T9, LD1, LR2, LR7)

Evaluation in this course will be based on each student's performance in terms of the course requirements, class participation, and professionalism.

Concordia University uses the following standards:

A	95-100%
A-	91-94%
B+	88-90%
B	84-87%
B-	81-83%
C+	78-80%
C	73-77%
C-	70-72%
INC	

An incomplete may be given a student when, in the judgment of the instructor, abnormal circumstances prevent that student from completing course requirements.

All assignments must be done on the due dates. If an emergency arises, contact the instructor for an extension prior to the due date.

Attendance Policy

Each student is expected to attend classes for which he/she is registered. Students are directly responsible to the instructor for their attendance.

X. BIBLIOGRAPHY

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- August, D., K. Hakuta, and NetLibrary Inc. *Educating Language-Minority Children*. 1997, Washington, D.C.: National Academy Press.
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- Dragan, Pat Barrett. *Literacy from Day One*. 2001, Portsmouth, NH: Heinemann.
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- Fisher, Bobbi and Emily Fisher Medvic. *For Reading Out Loud: Planning and Practice*. 2003, Portsmouth, NH: Heinemann.
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- Fox, Mem. *Reading Magic: Why Reading Aloud to Our Children Will Change Their Lives Forever*. 2001, Orlando, FL: Harcourt, Inc.
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