

SAN DIEGO COMMUNITY COLLEGE DISTRICT
CONTINUING EDUCATION

COURSE OUTLINE

SECTION 1

SUBJECT AREA AND COURSE NUMBER

HMDV 593

COURSE TITLE

3-5 Yr-Old: Emergent Literacy

ALTERNATE TITLES

Emergent Literacy: 3-5 Yr-Olds

TYPE COURSE

NON-FEE

VOCATIONAL

CATALOG COURSE DESCRIPTION

This course focuses on the normative development of language and speech acquisition including emerging communication, spoken and written language, and recognition of developmental concerns. The knowledge gained will prepare students to develop and implement preschool emerging literacy programs that address individualized needs, inclusion, curriculum, and classroom mechanics. (FT)

LECTURE/LABORATORY HOURS

72

ADVISORIES

NONE

RECOMMENDED SKILL LEVEL

NONE

INSTITUTIONAL STUDENT LEARNING OUTCOMES

1. Social Responsibility
SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.

INSTITUTIONAL STUDENT LEARNING OUTCOMES (CONTINUED)

2. Effective Communication
SDCE students demonstrate effective communication skills.
3. Critical Thinking
SDCE students critically process information, make decisions, and solve problems independently or cooperatively.
4. Personal and Professional Development
SDCE students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self-advocacy skills to cope with changing situations in their lives.

COURSE GOALS

1. Understand the normative development of emerging literacy in children from birth to age 5.
2. Recognize the diverse needs and respective goals of all language learners with sensitivity and consideration of delays.
3. Create emerging literacy curricula for a preschool classroom environment with targeted literacy centers.
4. Demonstrate an understanding of classroom management skills that foster community connections appropriate to the development of emerging literacy in preschool children.

COURSE OBJECTIVES

1. Describe normative development of emerging literacy in children from birth to age 5.
2. Identify the needs, respective goals and considerations for delays for a diverse population of early-language learners.
3. Design emerging literacy curriculum for implementation in a preschool environment that effectively fosters emerging literacy across diverse needs and goals.
4. Determine effective teaching practices that foster community and familial connections essential to the development of emerging literacy in preschool children.

SECTION II

COURSE CONTENT AND SCOPE

1. Foundational Aspects of Language Development: Emerging Literacy in Infancy and Toddlerhood
 - 1.1. Early Communication in Infancy
 - 1.1.1. First sounds
 - 1.1.2. First words

COURSE CONTENT AND SCOPE (CONTINUED)

- 1.1.3. Receptive and expressive language
- 1.1.4. Non-verbal communication
- 1.1.5. Parentese
- 1.2. Language Development in Toddlerhood
 - 1.2.1. First words
 - 1.2.2. Telegraphic speech
 - 1.2.3. Early sentences
 - 1.2.4. Use of sign language
 - 1.2.5. Communication barriers
- 1.3. Early considerations for delays
 - 1.3.1. Mouth and tongue structure
 - 1.3.2. Non-verbal communication
- 2. Language Development in The Preschool Years
 - 2.1.1. Phonemic awareness
 - 2.1.1.1. Letters
 - 2.1.1.2. Phonemes/morphemes
 - 2.1.1.3. Blends
 - 2.1.1.4. Word families
 - 2.1.1.5. Considerations for delays
 - 2.1.1.5.1. Hearing impairment
 - 2.1.2. Language Listening Skills
 - 2.1.2.1. Recognizing sounds, letters, and words
 - 2.1.2.2. Capturing interest
 - 2.1.2.3. Attention
 - 2.1.2.4. Retention
 - 2.1.2.5. Recognition/recall
 - 2.1.2.6. Reproducing language
 - 2.1.2.7. Considerations for delays
 - 2.1.2.7.1. Speech and language
 - 2.1.3. Print awareness and interest
 - 2.1.3.1. Letter recognition
 - 2.1.3.2. Letter formation
 - 2.1.3.3. Inventive spelling
 - 2.1.3.4. Fine motor skills
 - 2.1.3.5. Considerations for delays
 - 2.1.3.5.1. Vision impairment
 - 2.1.3.5.2. Fine motor deficits
 - 2.1.3.5.2.1. Low tone
 - 2.1.4. Oral Language Foundations
 - 2.1.4.1. Vocabulary
 - 2.1.4.2. Narrative skills
 - 2.1.4.3. Expression
 - 2.1.4.3.1. Considerations for delays
 - 2.1.4.3.1.1. Multilingual environments

- 2.1.4.4. Comprehension
- 2.1.4.5. Early reading
- 2.1.4.6. Sight words
- 2.1.4.7. Basic grammar
- 3. Developing a Literacy Program for a Preschool Classroom
 - 3.1. Language Arts
 - 3.2. Reading
 - 3.3. Speech and language
 - 3.4. Comprehension
 - 3.5. Special Considerations:
 - 3.5.1. Systems of growth and development affecting language
 - 3.5.2. Understanding differences (e.g. recognizing diverse needs and goals, anti-bias language, accessibility, multilingual learners)
 - 3.5.3. Establishing literacy goals (e.g. program planning, standards, Common Core)
 - 3.5.4. Achieving literacy goals (e.g. assessment, curriculum, learning outcomes)
- 4. Implementation of a Literacy Program
 - 4.1. Introducing children's literature
 - 4.1.1. Story books and picture books
 - 4.1.2. Informational texts
 - 4.1.3. Other (e.g. drama, poetry, storytelling, e-books)
 - 4.2. Promoting inclusion
 - 4.3. Reading activities (e.g. flannel boards, puppetry, sequence cards)
- 5. Classroom Literacy Environment
 - 5.1. Structure of the environment
 - 5.1.1. Literacy centers
 - 5.1.2. Reading area
 - 5.1.3. Infusing literacy into the curriculum
 - 5.1.3.1. Arts and literacy
 - 5.1.3.2. Group and individual work
 - 5.2. Classroom management
 - 5.2.1. Materials
 - 5.2.2. Scheduling and planning
 - 5.2.3. Teacher-student ratios
 - 5.2.4. Parent-center partnership

APPROPRIATE READING

Appropriate readings may include, but are not limited to, periodical, magazines, instructor written materials, instructor selected URL's and other publications related to the current subject matter.

WRITING ASSIGNMENTS

Writing assignments may include, but are not limited to, students compile and complete various written works throughout the course of the semester to record new knowledge and insights they have gained and to document their progress.

OUTSIDE ASSIGNMENTS

Outside assignments may include, but are not limited, using knowledge gained in class; students will develop emergent literacy curricula. An example would be to create a story sequencing game focusing on identifying the beginning, middle and end of stories.

APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

Assignments which demonstrate critical thinking may include, but are not limited to, students evaluating emergent literacy curriculum and implementing preschool classroom and teaching practices that foster the emerging literacy needs of preschoolers.

EVALUATION

Assessments may include but are not limited to quizzes, discussions, reflections, assignments, demonstrations, and capstone projects.

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2. Identify the needs, respective goals and considerations for delays for a diverse population of early-language learners.
3. Design emerging literacy curriculum for implementation in a preschool environment that effectively fosters emerging literacy across diverse needs and goals.
4. Describe effective teaching practices that foster community and familial connections essential to the development of emerging literacy in preschool children.

Upon successful completion of each individual course a Certificate of Course Completion will be issued. Upon successful completion of all courses included in the program, a Certificate of Program Completion will be issued.

METHOD OF INSTRUCTION

Methods of instruction may include, but are not limited to, lectures, discussion, hands-on demonstrations, computer-assisted instruction, laboratory assignments, guest speakers and participation with children, ages 3 to 5 years, in a laboratory setting, and field trips.

