

Tohono O'odham Community College



Syllabus: ECE 110 Language, Communication and Early Literacy for Children

Course Information

Course Prefix/Number: ECE 110	Credit Hours: 3
Semester: Spring 2017	Course Title: Language, Communication and Early Literacy for Children
Class Days/Times: Tuesdays 9:00 am to 11:00 am	Room: Pascua Yaqui Education Center Education Meeting Room

Instructor Information:

Name: Karen McIlroy

Phone/Voice Mail: (520) 235-8602

E-mail: kjmcilroy@gmail.com

Office location: Education Meeting Room

Office hours: 8:00 – 8:30 a.m. 11:00 a.m. to 12:00 p.m. Tuesdays

Course Description:

This course is a study of oral and written language acquisition and emergent literacy. It includes assessing typical language development, strategies for promoting children's language development, creating language-rich environments, exploring children's literature, and strategies for involving families and community members.

Course Objectives:

During this course students will:

- Demonstrate appropriate responses to children's verbal and nonverbal communication cues
- Assess young children's typical language and communication development
- Explore the use of children's literature for teaching academic concepts and social skills

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- Create culturally-relevant activities that promote children's language and literacy development
- Design language-rich environments that promote emergent literacy
- Be able to implement a Family Literacy event

Student Learning Outcomes (SLOs) : (Three to Six)

Outcome	Assessment/Measures
1. Students will be able to demonstrate appropriate responses to children's nonverbal cues	Documentation on field trip observations
2. Students will be able to assess children's typical and atypical language development	Adult and child ASQ3 implementation role play
3. Students will be able to create culturally-relevant activities that promote children's language and literacy development	Activity presentations to classmates using TOCC presentation rubric
4. Students will be able to design language-rich environments that promote emergent literacy	Written descriptions of, and a display of, a language-rich environment
5. Students will be able to provide detailed descriptions of children's books	Written and oral book reports
6. Students will be able to create a fiction or nonfiction book for young children	Presentation of student-created book
7. Students will be able to create and conduct a Family Literacy event	Detailed written description of event in essay format

Texts and Materials: *(list text(s), and materials students will need)*

Professional articles and videos provided by instructor and researched by students

Evaluation and Grading & Assignments:

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Activity	# of Points	Comments
Class Attendance	Attendance is expected Grade will be affected by unexcused absences Extra credit opportunities will be provided	Call or text me at (520) 235-8602 to request excused absence
Article Essay Summaries	15 points possible for each summary. Points earned will be based on the writing rubric scale provided.	Minimum 10 article summaries will be due 150 points possible
Presentation topic ideas: Book report Author research Student suggestions	10 points possible for each presentation. Points earned will be based on the presentation rubric scale provided	Total of 5 presentations will be due 50 points possible
Mid-term project 2 options	50 points for creating and presenting a display of a language-rich environment to the class or Create and present a Family Literacy event to the class	50 points possible
Final Project	50 points for creating and presenting a book or activity to the class that includes local environmental or culturally relevant content	E.g., Traditional story, plants, animals, etc. 50 points possible
Total Points: 300 points possible for required work		
A = 270 - 300 points B = 240 - 270 points C = 210 - 239 points D = 180 – 209 points F = below 209 points		

Himdag Cultural Component: This course provides students with an opportunity to explore

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how children acquire language, communication, and literacy skills. Infant communication begins with nonverbal cues (crying, cooing, etc.), and how adults respond to these cues impacts the children's social and emotional development.

Teachers who have a foundational understanding of the diverse ways that children communicate, both verbally and nonverbally, will be able to develop strategies that are appropriate to meet the needs of individuals. This strengthens their ability to build a classroom community, and thus provide children with skills to be successful members of the greater community in the future.

Policies and expectations

Attendance is expected

Respectful interactions are expected

Course Outline:

- I. Language and Communication Development
 - A. Nonverbal
 - B. Verbal
 - C. Typical language development expectations for children ages birth through five and identifying delays that indicate non-typical development
- II. ADE Early Learning Standards – Language and Literacy
 - A. Exploring standards of children's language development birth to age 8
 - B. Providing language-rich environments
 - C. Creating culturally-relevant activities to promote language development
- III. Children's Literature and Storytelling
 - A. Fiction – picture books, culturally-relevant books and stories
 - B. Non-fiction
 - C. Creating books for children
 - D. Family and community involvement – storytelling and literacy workshops

DISCLAIMER: This syllabus is designed to evolve and change throughout the semester based on class progress and interests. You will be notified of any changes as they occur.