

Certificate.

D. This course is NOT intended for transfer.

V. Outline of Course Content

- A. Language development in young children
- B. Emergent literacy
 - Literacy skills
 - Listening skills
 - Writing skills
 - Speaking skills
- C. The importance of play in language arts programs
- D. Language arts activities
 - Storytelling
 - Puppetry
 - Poetry
 - Flannel boards
 - Language arts centers
- E. Parent-teacher relationships
- F. The importance of creating a literacy environment

VI. Educational Goals and Learning Outcomes

A. General Education Goals

Students will:

1. Compare theories of language development, including the sequence of normal speech and language development (GE 1, 2, 4, 5, 6)
2. Analyze the role of the teacher in language arts instruction (GE 1, 2, 5)
3. Develop appropriate observation and recording skills while observing young children (GE 1, 6)
4. Demonstrate appropriate discussion skills through class discourse and projects (GE 1, 2)
5. Utilize current and developmentally appropriate language arts practices (GE 1, 5, 6)
6. Employ correct language arts terminology (GE 2)
7. Evaluate early childhood language experiences for age-appropriateness (GE 1,2)
- 8.

B. Learning Outcomes

Students will be able to:

1. Demonstrate an understanding of theories of language development, including the sequence of normal speech and language development
2. Articulate an understanding of how language (including reading, speaking, writing, and listening) develops in young children
3. Describe the role of the teacher as a facilitator of language arts instruction

4. Identify methods for facilitating language development in young children
5. Demonstrate an understanding of how to integrate literacy into all areas of the early childhood curriculum
6. Select quality literature for young children
7. Present appropriate activities (i.e. puppetry activities, flannel board stories, etc.) for young children
8. Develop written and oral presentation skills appropriate for working with young children
9. Demonstrate appropriate observation and recording skills while observing young children
10. Interpret observation data with regard to course content and developmentally appropriate practice
11. Identify various developmental stages of language skills in children.

VII. Modes of Teaching and Learning

- Lecture/Discussion
- Small-Group Work
- Student Oral Presentations
- Simulation/Role Playing
- Student Collaboration

VIII. Papers, Examinations, and other Assessment Instruments

Assessment methods may be:

- Response Papers for class readings
- Observation Reports - Students will observe children in various settings, take field notes, and analyze their observations with regard to course content.
- Group Project and Presentation (i.e. prepare and present a puppet show or dramatic performance of a children's story or book. Course content will be reflected in the presentation.)
- Original Children's Book - Students will write, illustrate, and "publish" an original children's story. The book will represent a clear understanding of the important elements of a good piece of children's literature.
- Participation in Class Discussions
- Other as specified by instructor

IX. Grade Determinants

In order to evaluate achievement of the goals and outcomes listed above, possible grade determinants may be:

- Participation in class discussions
- Chapter response papers
- Observation reports
- Group project and presentation

- Original children's book
- Class participation and preparation

X. Text and Materials

- Texts
- Film/video
- Web sources
- Art materials

Suggested Textbook

- Machado, J. (most recent edition) Early Childhood Experiences in Language Arts, (7th ed) Clifton Park, NY: Delmar Publishers.

Suggested videotape

- Colker, L. J. (most recent edition) *Observing young children: Learning to look, looking to learn*, Teaching Strategies, Inc. (NOTE: The College already owns this videotape.)

XI. Resources

- Children's books, which are available at the Children's Campus and the public library