A. Course Description

- **Credits:** 3.00
- **Lecture Hours/Week:** 2.00
- **Lab Hours/Week:** 1.00
- **OJT Hours/Week:** 0
- **Prerequisites:** None
- **Corequisites:** None
- **MnTC Goals:** None

This course is an introduction to children's language and literacy development from birth to age eight. Students will obtain skills in creating developmentally appropriate learning experiences that support both oral language and emerging literacy skills among children at all developmental levels. Students will be exposed to a wide range of instructional practices, approaches, methods, and curriculum materials to support children's language and literacy development. To complete assignments in this class, students are required to spend approximately 10 hours per semester outside of class time observing and interacting with young children in community-based early childhood programs. Prerequisites: ECYD 1210* Note: This course requires a clear Minnesota Criminal Background Study.

B. **Course Effective Dates:** 12/21/19 – Present

C. **Outline of Major Content Areas**

   As noted on course syllabus

D. **Learning Outcomes**

1. Demonstrate a variety of appropriate motivating strategies and instruction in oral language development
2. Describe a variety of strategies to motivate children to read at home; encourage and provide support for parents or guardians to read to their children, in English or in the primary languages of English learners; and to use additional strategies to promote literacy in the home
3. Describe strategies for assessing children's language and literacy development and developing plans based on assessment data
4. Explain the typical and atypical development of language and literacy in young children
5. Plan, design and demonstrate developmentally appropriate learning experiences and teaching practices that encourage the use and construction of literacy skills at all developmental levels
6. Plan, design and demonstrate developmentally appropriate learning experiences that encourage the development of language or communication skills including children's ability to express ideas and feelings
7. Plan, design and demonstrate learning experiences related to concepts of print including, but not limited to:
knowledge about how letters, words, and sentences are represented in written English; the importance of teaching uppercase and lowercase letter recognition and formation; and the instructional progression of the alphabetic principle

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

F. Learner Outcomes Assessment

As noted on course syllabus

G. Special Information

None noted