

**CDEC 1356
Emergent Literacy for Early Childhood**

Western Texas College

- I. Basic Course Information
 - A. Course Description: An exploration of principles, methods, and materials for teaching language and literacy through a play-based integrated curriculum to children from birth through age eight.
 - B. Required Prerequisite: None
- II. Student Learning Outcomes
 - A. Define literacy and emergent literacy
 - B. Analyze theories of language development
 - C. Describe the teacher's role in promoting emergent literacy
 - D. Create literacy environments and experiences for children
- III. Testing Requirements
 - A. The midterm and final exam must be proctored by an approved testing organization. (ask your instructor for more details)
 - B. Students will be allowed to use their book and notes for the midterm exam
 - C. Students will NOT be allowed to use their book and notes for the final exam
- IV. Major Course Requirements
 - A. Assignments 60%
 - B. Midterm 20%
 - C. Final 20%
- V. Information on Books
 - A. Required Book: Early Childhood Experiences in Language Arts, 10th Edition Cengage Learning
- VI. Other Policies, Procedures and important dates. Please refer to the [WTC Catalog](#) for the following:
 - A. Campus Calendar
 - B. Final Exam Schedule
 - C. How to drop a class
 - D. Withdrawal Information
 - E. Student Conduct/Academic Integrity
 - F. Class Attendance
 - G. Student with disabilities
- VII. Course Content

Chapter 1	Beginnings of Communication	Genetic Inheritance and Emerging Behaviors Influences on Development Theories of Language Emergence Infants' Brain Growth
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Chapter 2	The Tasks of the Toddler	Attachment and Development of Language Egocentric Speech to Inner Speech Toddler Language Beginning Literacy
Chapter 3	Preschool Years	Children's Thinking Advice for Families Advice for Early Childhood Educators Conventions of Conversation
Chapter 4	Growth Systems Affecting Early Language Ability	Physical Growth Cognitive Development Social and Emotional Growth
Chapter 5	Understanding Differences	Child-Focused and Child Sensitive Approaches Dialect-Speaking Families Second-Language Learners Cultural Differences
Chapter 6	Achieving Language and Literacy Goals through Program Planning	Visual Literacy Literacy Goals Language Use in all Curriculum Areas Commitment to Goals and Objectives
Chapter 7	Promoting Language and Literacy	Teaching Strategies and Behaviors The Teacher as a Model The Teacher as a Provider Scaffolding The Teacher as a Balancer
Chapter 8	Developing Listening Skills	Types of Learning Types of Listening Teacher Skills Auditory Perception Phonological Awareness
Chapter 9	Children and Books	History of Children's Literature Reading Books to Young Children Culturally Conscious and Diverse Books Child- and Teacher-Authored Books

Chapter 10	Storytelling	Storytelling and Literacy Telling Stories without Books Storytelling Goals Types of Stories
Chapter 11	Poetry	Learning Opportunities Poetry and Early Reading Ability Poetry Elements Techer Techniques
Chapter 12	Flannel (Felt) Boards and Activity Sets	Flannel Board Construction Flannel Board Activity Set Presentation
Chapter 13	Realizing Speaking Goals	Program Goals Daily Conversation The Authentic Teacher Awareness of intelligent Behavior Dramatic Play

Last Modified: August 15, 2017