



**TRINITY VALLEY COMMUNITY COLLEGE  
ADMINISTRATIVE-MASTER SYLLABUS**

The Administrative- Master Syllabus is an administrative tool; it is **not intended to be distributed to students**. It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of TVCC, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction. The Administrative-Master Syllabus will demonstrate that there is consistency and comparability in course offerings.

**Course Title**

Emergent Literacy

**Course Prefix and Number**

CDEC 1456

**Department – Division**

Education/Business & Computer Science

**Course Type** – select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in TVCC Core)
- **Academic TVCC Core Course**
- x - **WECM Courses**

**Semester Credit Hours: Lecture Hours: Lab/other hours**

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
4	3	3

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

Field experiences involving children from infancy through age twelve in varied and diverse populations.

**Course Catalog Description**

An exploration of principles, methods and materials for teaching young children language and literacy through a play-based, integrated curriculum.

**Prerequisites/co requisites**

None

## Topical Outline

1. Beginnings of Communication
2. The Tasks of the Toddler
3. Preschool Years
4. Growth Systems Affecting Early Language Ability
5. Understanding Differences
6. Achieving Language and Literacy Goals through Program Planning
7. Promoting Language and Literacy
8. Developing Listening Skills
9. Children and Books
10. Storytelling
11. Poetry
12. Flannel Boards and Activity Sets
13. Realizing Speaking Goals
14. Group Times
15. Puppetry and Beginning Drama Experiences
16. Print-Early Knowledge and Emerging Interest
17. Reading and Preschoolers
18. Developing a Literacy Environment
19. The Parent-Center Partnership

## Course Learning Outcomes

1. To acquire an understanding of language development in young children.
2. To explore principles, methods and materials for teaching young children language and literacy through play.
3. To create developmentally appropriate curriculum and activities to support language development and literacy within the early childhood profession.
4. To develop the skills for designing and implementing a developmentally appropriate learning environment for language development.

**Relationship to General Education Outcomes** – In addition to the core competencies, Trinity Valley Community College has established ten general education goals which specify knowledge and skills that students should gain from completing courses in the various component areas of the core curriculum. Information regarding curriculum and assessment as a means for the improvement of student learning through the general education component. (Select all that apply.)

Mark with an "X"	General Education Outcome
x	A. To communicate clearly and effectively in both oral and written English.
x	B. To improve reading skills focused on comprehending, analyzing, interpreting, and evaluating printed materials.

	C. To understand mathematical information and utilize mathematical skills.
	D. To demonstrate qualitative and quantitative critical thinking skills.
	E. To understand and appreciate cultural and ethnic diversity.
	F. To utilize computer based technology in accessing information, solving problems, and communicating.
	G. To recognize and evaluate artistic achievements in the visual and performing arts.
	H. To improve basic understanding of political, economic, and social systems.
	I. To demonstrate knowledge of the physical universe and living systems.
x	J. To develop skills and strategies to become an engaged learner.

<b>Required Text(s)</b>
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<u>Early Childhood Experiences in Language Arts</u> by Machado Current edition
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<b>Optional Text(s)</b>
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<b>Material/Technology to be supplied by the student.</b>
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<b>Course Requirements/Grading System</b> – describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course; not intended to restrict the individual nature by which each faculty member who teaches the course determines course requirements and final student performance, but should offer consistency within reason for all sections taught for those departments without a standardized format.
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The lecture grade will be an average of class participation grades, outside research and report grade, pop-quizzes, three regular tests and a final exam. Field experiences will count for 25% of the total average. The final course grade will be determined using the following scale:

- 100-90 A
- 89-80 B
- 79-70 C
- 69-60 D
- 59 or below F

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date
Department Head	Signature	Date
Division Chair	Signature	Date
Vice President	Signature	Date