

6/13/2023 DATE

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REQUIRED COURSE

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ELECTIVE COURSE

SSE

DIVISION

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NEW COURSE

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REVISION

# Lake Land College

## Course Information Form

COURSE NUMBER:	ECE-052		TITLE: (30 Characters Max)		HeadsUp! Reading					
SEM CR HRS:	3	Lecture:	3		Lab:	0	SOE/		ECH:	3
Course Level:	<input type="checkbox"/> Gen Ed / IAI <input type="checkbox"/> Baccalaureate /Non-IAI		<input checked="" type="checkbox"/> Career/Technical <input type="checkbox"/> Dev Ed/ Not in Degree Audit		Clinical Practicum:	0	SOE/ Internship:	0	SOE ECH:	0
COURSE PCS #	16 19.0709		IAI Code				Contact Hours (Minutes Per Week)			
Repeatable (Y/N):	N	Pass/Fail (Y/N):	N	Variable Credit (Y/N):	Min:	Max:	16 Wks	150	8 wks	300
Prerequisites:										
Catalog Description: (40 Word Limit)	This course focuses on developmentally appropriate methods for enhancing literacy development in young children from birth through age five, analyzing and selecting literature for diverse groups, the teacher's role in promoting language and literacy, and applying these methods in early childhood settings.									

List the Major Course Segments (Units)	Contact Lecture Hours	Contact Lab Hours	Clinical Practicum	Non-Clinical Internship/ SOE
Curriculum, Teaching, and Learning Environments	6			
Assessment and Developmental Continuum	4			
Creating learning environments, planning curriculum, teaching strategies	8			
Oral Language Development	4			
Literacy-enhanced Play	5			
Reading Development	5			
Writing Development	4			
Learning the Code of Phonological Awareness	4			
Learning the Code – Teaching the Alphabet	5			
<b>TOTAL</b>	<b>45</b>	<b>0</b>	<b>0</b>	<b>0</b>

EVALUATION					
QUIZZES	<input type="checkbox"/>	EXAMS	<input type="checkbox"/>	ORAL PRES	<input checked="" type="checkbox"/>
LAB WORK	<input type="checkbox"/>	PROJECTS	<input checked="" type="checkbox"/>	COMP FINAL	<input type="checkbox"/>
				PAPERS	<input checked="" type="checkbox"/>
				OTHER	<input type="checkbox"/>

COURSE MATERIALS	
TITLE:	
AUTHOR:	
PUBLISHER:	
VOLUME/EDITION/URL:	
COPYRIGHT DATE:	

MAJOR COURSE SEGMENT	HOURS	LEARNING OUTCOMES
		<i>The student will be able to:</i>
Objective I. Curriculum, Teaching, and Learning Environments	6	A. Describe a literacy-rich environment B. Design environments for different age groups that are print-rich and engage children in meaningful literacy learning experiences C. Describe how to integrate technology in the literacy-rich environment D. Describe the teacher's role in intentionally using the environment to promote early literacy
Objective II. Assessment and Developmental Continuum	4	A. Define Developmental Continuum B. Describe the continuum of reading and writing development across the age group birth through 5 and into the primary grades C. Describe how to use a developmental continuum of reading and writing to assess children's progress and adapt teaching and learning experiences to children's individual needs and strengths D. Discuss ways to engage families as vital sources of information for child assessment

Objective III. Creating learning environments, planning curriculum, teaching strategies	8	<p>A. Describe a literacy-rich environment.</p> <p>B. Describe how to integrate technology in the literacy-rich environment.</p> <p>C. Define scaffolded instruction.</p> <p>D. Describe effective teaching strategies that foster and maintain children's motivation to read and love of books.</p> <p>E. Describe how reading supports learning across the curriculum.</p> <p>F. Analyze strategies to adapt for individual and cultural differences, including second language learners.</p>
Objective IV. Oral Language Development	4	<p>A. Define oral language, expressive and receptive language</p> <p>B. Describe the continuum of language development from infancy through age 5</p> <p>C. Describe adult-child and child-child interactions that support children's oral language development and build quantity and complexity of vocabulary</p> <p>D. Discuss the interrelatedness of language and literacy development</p> <p>E. Describe the development of second language learning</p>
Objective V. Literacy-enhanced Play	5	<p>A. Design environments and provide materials that incorporate literacy learning in all areas of the classroom and involve children in literacy-enhanced play</p> <p>B. Define symbolic representation, the role of play in promoting symbolic representation abilities and the relationship to reading</p>
Objective VI. Reading Development	5	<p>A. Describe the continuum of reading development from birth through five, including first grade to third grade skilled reading</p> <p>B. Describe developmentally appropriate expectations and goals for children's literacy learning at various age levels</p> <p>C. Use a variety of effective strategies for reading-aloud to children to promote vocabulary development, phonemic and print awareness, and comprehension</p> <p>D. Plan for individual and cultural differences, including second language learners</p>
Objective VII. Writing Development	4	<p>A. Describe the continuum, of writing development</p> <p>B. Describe developmentally appropriate expectations for children's writing development</p> <p>C. Explain how the processes of writing and reading are interrelated</p> <p>D. Provide opportunities for children to engage in writing to support oral language, reading, and code learning</p>
Objective VIII. Learning the Code of Phonological Awareness	4	<p>A. Define phonological awareness, describe why it is important, and its relationship to phonemic awareness and phonics</p> <p>B. Describe and use a variety of developmentally appropriate learning experiences and teaching</p>

Objective VIII. Learning the Code of Phonological Awareness	7	appropriate learning experiences and teaching strategies to promote children's phonological awareness C. Analyze ways to adapt for individual and cultural differences, including second language learners
Objective IX. Learning the Code – Teaching the Alphabet	5	A. Define the alphabetic principle B. Discuss what it means to “know the alphabet” and why it is important. C. Use a variety of techniques to teach the alphabet in meaningful and motivating ways (using talking, playing, reading, writing) D. Analyze ways to adapt for individual and cultural differences, including second language learners
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	45	

COURSE OUTCOMES*	At the successful completion of this course, students will be able to:

\* Course Outcomes will be used in the Assessment Software for Outcomes Assessment. Limit to 3 - 5.