

# MINNESOTA WEST COMMUNITY & TECHNICAL COLLEGE

## COURSE OUTLINE

**DEPT. EDUC**

**COURSE NUMBER: 2560**

**NUMBER OF CREDITS: 3**

**Lecture: 2 Lab: 1 OJT 0**

<b>Course Title:</b>
Introduction to Language and Literacy

<b>Catalog Description:</b>
Language and Literacy Learning Experiences provides an overview of language and literacy learning experiences in childcare and other early childhood settings. Students integrate knowledge of child development, learning environments, and teaching methods to promote whole language, conversation, literature, literacy, and bilingualism. 15 lab hours.

<b>Prerequisites or Necessary Entry Skills/Knowledge:</b>
None

**FULFILLS MN TRANSFER CURRICULUM AREA(S) (*Leave blank if not applicable*)**

Goal 1: Communication: \_\_\_\_ by meeting the following competencies:

Goal 2: Critical Thinking: \_\_\_\_ by meeting the following competencies:

Goal 3: Natural Sciences: \_\_\_\_ by meeting the following competencies:

Goal 4: Mathematics/Logical Reasoning: \_\_\_\_ by meeting the following competencies:

Goal 5: History and the Social and Behavioral Sciences: \_\_\_\_ by meeting the following competencies:

Goal 6: The Humanities and Fine Arts: \_\_\_\_ by meeting the following competencies:

Goal 7: Human Diversity: \_\_\_\_ by meeting the following competencies:

Goal 8: Global Perspective: \_\_\_\_ by meeting the following competencies:

Goal 9: Ethical and Civic Responsibility: \_\_\_\_ by meeting the following competencies:

Goal 10: People and the Environment: \_\_\_\_ by meeting the following competencies:

<b>Topics to be Covered</b>
Language acquisition
Language dysfunction
Role of language arts
Book selection criteria
Techniques for reading aloud
Props to enhance story-time
Bias and stereotypes
Multicultural literature
Role of conversation and emergent literacy

<b>Student Learning Outcomes</b>
Identify typical language acquisition stages and foundation of reading processes and instruction
Recognize indicators of language dysfunction
Review opportunities for bilingual/ESL
Evaluate language arts activities
Design and implement developmentally appropriate learning experiences
Review bias and stereotype in literature and provide multi-cultural language and literacy opportunities
Demonstrate the ability to perform a reading and create story-telling props
Examine the beginnings of writing skills
Describe positive practices for a pro-literacy environment

<b>Is this course part of a transfer pathway: Yes   <input checked="" type="checkbox"/>   No   <input type="checkbox"/></b>
<b>*If yes, please list the competencies below</b>
<p>1. A teacher of young children in preprimary classrooms plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand: strategies for assessing a preprimary-aged child's emerging level of cognitive development and how to use this information to establish individual cognitive development goals and design developmentally appropriate learning experiences that: encourage the development of language and communication skills encourage the use and construction of literacy skills (TECE 3.C.5.g, 3.C.5.h) strategies for assessing a preprimary-aged child's emerging level of creative development and how to use this information to establish individual creative development goals and design developmentally appropriate learning experiences that: encourage children to express ideas and feelings (TECE 3.C.8.c)</p>
<p>2. A teacher of young children in the primary grades plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand: the central concepts and tools of inquiry for teaching language and literacy, including how to: use teaching practices that support and enhance literacy development at all developmental levels (TECE 3.D.4.a)</p>
<p>3. A teacher of young children in the primary grades must have knowledge of the foundations of reading processes, development, and instruction, including: concepts about print, including: 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 (TECE 3.E.3.a, 3.E.3.b, 3.E.3.c)</p>
<p>4. A teacher of young children in the primary grades must have knowledge of and ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction, including: appropriate, motivating instruction, both explicit and implicit in: oral language development (TECE 3.F.1.a) selection, design, and use of appropriate and engaging instructional strategies, activities, and materials, including: multisensory techniques to ensure that students learn concepts about print including how to recognize and write letters (TECE 3.F.2.a)</p>
<p>5. A teacher of young children in the primary grades must have the ability to create a literate and motivating environment that fosters reading by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments, including: the use of a variety of strategies to motivate students to read at home; encourage and provide support for parents or guardians to read to their children, in</p>

English or in the primary languages of English learners; and to use additional strategies to promote literacy in the home. (TECE 3.H.7)

Revised Date: 3/2023