

COURSE SYLLABUS

COURSE: EDU 280 LANGUAGE & LITERACY EXPERIENCES

HOURS: Lecture: 3 Lab: 0 Shop/Clinical: 0 Credits: 3

COURSE DESCRIPTION:

This course is designed to expand students' understanding of children's language and literacy development and provides strategies for enhancing language/literacy experiences in an enriched environment. Topics include selection of diverse literature and interactive media, the integration of literacy concepts throughout the curriculum, appropriate observations/assessments and inclusive practices. Upon completion, students should be able to select, plan, implement and evaluate developmentally appropriate and diverse language/literacy experiences. *This course is also available through the Virtual Learning Community (VLC).*

PREREQUISITE(S): ENG 095 or DRE 098 and EDU 119

COREQUISITE(S): DRE 098

TEXTBOOK(S) & OTHER SPECIAL REQUIREMENTS:

Machado, Jeanne M. *Early Childhood Experience in Language Arts: Early Literacy, 10th Edition*. Florence, KY: Cengage Learning, 2013. Print.
ISBN# 9781111832612
Readability Level: 12

STUDENT LEARNING OUTCOMES:

Upon successful completion of this course, the student will be able to:

1. Describe the developmental progression of language, communication, and literacy skills in children from birth through middle childhood.
2. Describe a conceptual knowledge base related to the importance of language and literacy abilities for the young learner and the factors that influence language acquisition, emphasizing nonverbal, verbal, and written language skills.
3. Analyze and apply various theories and techniques of language and literacy learning and instruction for young children, which encompass cross-cultural and individual needs.
4. Recognize and describe developmental differences in the literature and related media needs of infants, toddlers, preschoolers, and school-age children.

5. Describe and implement developmentally appropriate assessment strategies for determining the language and literacy skills and training needs of young learners.
6. Plan, select materials for, and implement, in actual education settings, developmentally appropriate language and literacy activities for all young children, including those with exceptionalities and diverse learning needs/styles.
7. Develop plans for infusing language and literacy skills into every area of the early childhood curriculum.
8. Identify local resources to enrich young children's experiences in the areas of communication and literacy.
9. Identify strategies for evaluating the outcomes of a language- and literacy-rich environment, in relation to a child's overall skill progress and development.

SYLLABUS INFORMATION:

The Student Learning Outcomes listed in this syllabus are those required actions that a student who successfully completes the course must be able to perform. The educational experience, however, is a two-way, interactive process involving both the student and the instructor. The student must play an active role in the learning process in order to be successful. Instructors will provide an Instructor's Syllabus at the first class meeting explaining how they measure each of the Student Learning Outcomes. A student who is unable to accomplish the outcomes will not receive a passing grade in the course.

The information in this BCC Syllabus may not be accurate beyond the current semester. Textbooks and other course materials are subject to change. Students should verify the textbooks at the first class meeting with their instructor prior to purchasing.

GRADING SYSTEM:

Brunswick Community College employs a system of letter grades and corresponding quality points per grade to evaluate a student's performance in meeting the stated goals and objectives for each course. The grading system is published in the [BCC Catalog and Student Handbook](#).

ATTENDANCE POLICY:

Each student has individual responsibility for attending class regularly and for meeting course objectives. A student is expected to attend all class meetings in a course. Rules on tardiness and leaving class early are addressed in each instructor's syllabus. Instructors are required to record absences and report excessive absenteeism to the Registrar.

If a student is absent for any reason in excess of 20 percent of the class hours, he or she is in violation of the Brunswick Community College attendance policy. Unless the student officially withdraws from the course

prior to the 65 percent point of the 16 week semester (or equivalent days for courses of other duration), he or she may receive a grade of "F."

Students who receive an "EXCESSIVE ABSENTEEISM NOTICE" are advised to contact their instructors immediately to review the conditions for withdrawing from the course or for continuing the course.

STUDENTS WITH DISABILITIES:

Brunswick Community College complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, which require that no qualified student with a disability be excluded from participation in or be denied the benefits of any services, programs or activities on the basis of his or her disability. If a student has a disability that is covered by the Americans with Disabilities Act and requires accommodations in the classroom and/or in extracurricular activities, the student must request the accommodations in writing and submit the request to the Disability Services Coordinator. Instructors will not provide accommodations without notification from the Disability Services Coordinator. Brunswick Community College will make every effort to provide reasonable accommodations.