DISCIPLINE : EDEC
COURSE : 323

A. Catalog Entry

EDEC 323 : Language Arts and Literature for Young Children

Abbreviation: (LANG ARTS & LIT YOUNG CHILD)

Three (3) hours lecture

Prerequisite: sophomore or junior standing; 2.5 GPA; EDEC 322 pre- or co-requisite

Course Description:
Addresses the concurrent development and integration of listening, speaking, reading, and writing. Students will establish, organize, and manage the learning environment, including materials, resources, literature, and opportunities for developing young children's oral and written communication skills. Students will become familiar with a variety of genre of children's literature. Various literature extension activities and the love of reading will be fostered. The development, evaluation, and use of media and technology will be integrated throughout the course.

B. Detailed Description of Content of Course

I. Creating a literate environment: language, listening, and learning
   A. The nature of language arts: listening, speaking, reading, writing
      1. Developmental stages of oral language
      2. Fostering oral language
      3. Written language development
      4. Fostering writing
   B. Oral language and reading
   C. Written language and reading

II. Linguistic and cultural diversity
   A. Recommendations for working with children
   B. Recommendations for working with families
   C. Recommended programs and practices

III. Parental involvement in literacy
   A. Getting parents involved
   B. Ways to help at home
   C. Explaining the reading program

IV. Preparing a read aloud program
   A. Interest inventory
   B. Readability of material
   C. Selecting “read aloud” books
      1. Picture books
      2. Realistic fiction
      3. Non-fiction
      4. Folklore
      5. Fantasy
   D. Guidelines for reading aloud
E. Extended activities for reading aloud

V. Genre of the early literacy program
   A. Nursery rhymes
   B. Poetry
   C. Picture books
   D. Folktales
   E. Fantasy
   F. Mother Goose
   G. Realistic stories
   H. Biography
   I. Informal books
   J. Wordless picture books
   K. Participation books
   L. Alphabet books
   M. Counting books
   N. Concept books
   O. Easy-to-Read books
   P. Electronic books
      1. Video books
      2. Books on tape
      3. CD ROM books

VI. Methods and materials in the early literacy program
   A. Thematic units
   B. Book sharing
   C. Environmental print
   D. Predictable books
   E. Big books
   F. Shared book activity
   G. Storytelling
   H. Finger plays
   I. Creative dramatics
   J. Flannel boards
   K. Puppetry
   L. Music
   M. Choral speaking
   N. Chants
   O. Dramatic play

VII. Planning for instruction: instructional strategies
   A. Guided learning
   B. Cooperative learning
   C. Journaling
   D. Author study
   E. Think-pair-share
   F. Reading aloud to children
   G. Small group activities
   H. Grouping for instruction

VIII. Authentic assessment
   A. Observation
   B. Anecdotal records
   C. Checklists
   D. Portfolios
C. Detailed Description of Conduct of Course

A variety of instructional strategies will be modeled by the instructor, and then demonstrated by the students. These strategies include the shared reading activities, big books, author studies, literature articles, reading/writing activities, oral language activities, reading aloud to children, research projects, large and small group discussions, mini-lessons, and use of manipulatives and audio visual materials. Guest speakers, role-play, and simulation will be included. Students will be able to directly apply their learning with young children in the corresponding field lab.

D. Goals and Objectives of Course

Goals, objectives, and assignments in the class address NCATE Standards 1c: Professional and Pedagogical Knowledge and Skills for Teacher Candidates and 1g: Professional Dispositions for all candidates.

Objectives below also include the following standards:

- Virginia Department of Education (VDOE) Licensure Standards Professional Studies requirements Competency #5: Reading

- Virginia Department of Education (VDOE) Licensure Standards Early/primary education preK-3 competency #2: Knowledge and skills

- National Association for the Education of Young Children (NAEYC) Standard
  - Standard #1: Promoting Child Development and Learning
  - Standard #2: Building Family and Community Relationships
  - Standard #3: Observing, Documenting, and Assessing to Support Young Children and Families
  - Standard #4: Teaching and Learning
  - Standard #5: Becoming a Professional

- Council for Exceptional Children (CEC/DEC) Common Core Standards
  - Standard #2: Development and Characteristics of Learners
  - Standard #3: Individual Learning Differences
  - Standard #4: Instructional Strategies
  - Standard #5: Learning Environments and Social Interactions
  - Standard #6: Language
  - Standard #7: Instructional Planning
  - Standard #8: Assessment
E. Assessment Measures

- Written and/or oral tests
- Class participation in discussion and small group activities
- Analysis of CD Rom for children’s literacy
- Plan, implement, and present a literacy activity for young children

F. Other Course Information