EDU 280 Language and Literacy Experiences

COURSE DESCRIPTION:
Prerequisites: None
Corequisites: None

DESCRIPTION:
This course provides evidence-based strategies for enhancing language and literacy experiences that align with NC Foundations for Early Learning and Development. Topics include developmental sequences for children's emergent receptive and expressive language, print concepts, appropriate observations/assessments, literacy enriched environments, quality selection of diverse literature, interactive media, and inclusive practices. Upon completion, students should be able to select, plan, implement and evaluate developmentally appropriate language and literacy experiences for children who are culturally, linguistically and of diverse abilities. Emphasis is placed on culturally and inclusive practices related to race and ethnicity.

Course Hours per Week: Class, 3. Semester Hours Credit, 3.

LEARNING OUTCOMES:
Upon completing requirements for this course, the student will be able to:
1. Understand and support language and literacy development of children ages 0 –8 throughout daily experiences and interactions and across the curriculum that are free of bias and support positive feelings of self across race, gender, and culture.
2. Select, plan, implement, and evaluate language and literacy experiences for children who are culturally, linguistically and ability diverse.
3. Understand the difference between implicit and racism and recognize implicit bias and racist elements in children language and literacy materials.
4. Support language and literacy development outside of the school day by engaging, building respectful partnerships, and communicating effectively with families

OUTLINE OF INSTRUCTION:
I. Language Development and Literacy
    A. Language and Literacy Development from Birth to 8 years.
        i. NC Foundations for Early Learning and Development
        ii. Stages of Oral Development
        iii. Differences in Language Development across culture, ethnicity, regions, families, etc.
    B. Emergent Literacy
        i. Ways to Support
    C. Tools of Literacy Development
II. Supporting and planning for language and literacy throughout the day
    A. Daily experiences
    B. Using Environmental Print
    C. Classroom Strategies
    D. Story Telling
    E. Children's Literature
        i. Selecting and Evaluating materials
            1. Anti-bias, anti-racist, and pro-social development
            2. Developmentally appropriate practices
III. Dialogic Reading Practices

  IV. Observing and Assessing Language and Literacy

REQUIRED TEXTBOOK AND MATERIAL:
The textbook and other instructional material will be determined by the instructor.