

Northern Marianas College
CURRICULUM ACTION REQUEST

Effective Semester / Session: Fall 2012

Type of Action:

- New
- Modification
- Move to Inactive (Stop Out)
- Cancellation

Course Alpha and Number: ED 452

Course Title: Teaching Reading and Literacy in Early Childhood Education

Reason for initiating, revising, or canceling:

The course is designed to assist students in developing knowledge and demonstrating ability in teaching reading and literacy in Early Childhood Education. The methods course is regarded as an important professional element for ongoing practitioners in the field, and in the aid of pre-service teachers pursuing a Bachelor of Science in Education degree with a concentration in Early Childhood Education.


Cynthia Deleon Guerrero

8/13/12

Proposer

Date


Jose Herrera, Acting Director, School of Education

8/13/12

Department Chair

Date


Barbara Merfalen

8.13.12

Dean of Academic Programs and Services

Date

Northern Marianas College

Course Guide

Course: ED 452 Teaching Reading and Literacy in Early Childhood Education

1. Department

School of Education

2. Purpose

The course provides students with a multitude of practical ideas, suggestions, and activities that prospective early childhood teachers can use to both interest young children in teaching reading and literacy in early childhood education.

3. Description

A. Required/Recommended Textbook(s) and Related Materials

Required:

Christie, James F., Billie Jean Enz, and Carol Vukelich. *Teaching Language and Literacy: Preschool Through the Elementary Grades*. 4/E. Pearson, 2011.

Readability level: Grade 12

B. Contact Hours

1. **Lecture:** 3 hours per week / 45 hours per semester
2. **Lab:** None
3. **Other:** Practicum / 30 hours

C. Credits

1. **Number:** 4
2. **Type:** Regular degree units

D. Catalogue Course Description

The course provides students with a comprehensive understanding of the practical ideas, suggestions, and activities that prospective early childhood education teachers can use to both interest young children in reading and literacy in early childhood education. It is designed to give pre-service and current teachers knowledge and skills that will prepare them to serve young children in a family child care, childcare center, pre-school and early primary school setting. Prerequisites: ED 205, ED 211, ED 242, ED 300, ED 342, ED 351, and ED 401, with a grade of C or better, or concurrent enrollment, or approval of the School of Education Director. English Placement Level: EN 101. Math Placement Level: MA 132. (Offered Fall and Spring)

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E. Degree or Certificate Requirements Met by Course

This is a required course for the Bachelor of Science in Education with a concentration in Early Childhood Education.

F. Course Activities and Design

Course activities may include, but is not limited to lectures, discussions, chapter presentations, article reflections, lesson planning, viewing relevant media tapes/DVDs, small/large group projects/presentations, periodic quizzes and tests, a final exam, classroom observations and practicum.

4. Course Prerequisite(s); Concurrent Course Enrollment; Required English/Mathematics Placement Level(s)

Prerequisite(s): ED 205, ED 211, ED 242, ED 300, ED 342, ED 351, and ED 401, with a grade of C or better or concurrent enrollment.

English Placement Level: EN 101

Math Placement Level: MA 132

5. Estimated Cost of Course; Instructional Resources Needed

Cost to the Student: Tuition for a 4-credit course, textbook(s), and any applicable fees.

Cost to the College: Instructor's salary, and any other related costs.

Instructional resources needed for this course include but not limited to the following: Standard classroom materials and supplies such as whiteboard, markers, TV/VCR/DVD/AV equipment, VHS/DVD programs, flip-chart paper(s), library books, curriculum resource center materials, occasional photocopying, and other resources as needed.

6. Method of Evaluation

Student grades will be based on the regular letter grade system as described below:

A: Excellent – grade points: 4.0;

B: Above average – grade points: 3.0;

C: Average – grade points: 2.0;

D: Below average – grade points: 1.0;

F: Failure – grade points: 0.0.

NMC's and SOE's grading and attendance policies will be followed.

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7. Course Outline

This is a topical outline and does not necessarily indicate the sequence in which the material will be presented.

- 1.0 Foundations of Language and Literacy
- 2.0 Early Language and Literacy Instruction
- 3.0 Reading and Writing Skills

8. Instructional Goals

This course will introduce students to:

- 1.0 Foundations of language and literacy;
- 2.0 Oral language development;
- 3.0 Family literacy;
- 4.0 Facilitating early language learning;
- 5.0 Emergent literacy strategies;
- 6.0 Teaching early reading and writing;
- 7.0 Assessing early literacy: Finding out what young children know and can do;
- 8.0 Elementary reading: Expanding the foundation for ongoing literacy learning;
- 9.0 A comprehensive elementary reading program: Teaching meaning and skills;
- 10.0 Creating writers: Teaching children to write well;
- 11.0 Teaching the mechanical skills of writing; and
- 12.0 Assessment: Determining what older students know and can do.

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9. Student Learning Outcomes

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

- 1.0 Recognize the foundations of language and literacy;
- 2.0 Identify oral language development
- 3.0 Organize family literacy;
- 4.0 Facilitate early language learning;
- 5.0 Develop emergent literacy strategies;
- 6.0 Teach early reading and writing skills;
- 7.0 Assess early literacy: Finding out what young children know and can do;
- 8.0 Apply elementary reading: Expanding the foundation for ongoing literacy learning;
- 9.0 Create a comprehensive elementary reading program: Teaching meaning and skills;
- 10.0 Plan creating writers: Teaching children to write well;
- 11.0 Teach the mechanical skills of writing; and
- 12.0 Practice assessment: Determining what older students know and can do.

10. Assessment Measures

Assessment of student learning may include, but not be limited to, the following:

- 1.0 Demonstrate understanding through activities, projects, presentations, participation, reflective papers, portfolios, and lesson plans, that may include a unit and/or yearlong unit plan;
- 2.0 Evaluation by the instructor using provided rubrics or criterion, pop quizzes, tests, or final exams; and
- 3.0 Classroom observation(s) and practicum.