



**Course Prefix/Number/Title:** EC 213 Language and Literacy in Early Childhood Education

**Number of Credits:** 3

**Course Description:** This course is designed to teach students major content areas of early literacy development instructional strategies, and appropriate early experiences that support early literacy development in preschool children. Emphasis is placed on speaking and listening, as well as reading and writing. Upon completion of the course, students will be able to select, plan, implement, and evaluate appropriate early literacy experiences.

**Pre-/Co-requisites:** None

**Course Objectives:**

- Acquire and apply methods and strategies based on professional industry standards.
- Understand the goals, benefits, and uses of assessment.
- Know about and use observation, documentation, and other appropriate assessment tools and approaches.
- Understand and practice responsible assessment.
- Engage in assessment partnerships with families and other professionals.
- Knowing and understanding the importance, central concepts, inquiry tools, and structure of content areas or academic disciplines.
- Embrace the role of experts in education and human services professions.
- Identify and involve oneself with the early childhood field.
- Knowing about and upholding ethical standards and other professional guidelines.
- Integrate knowledgeable, reflective, and critical perspectives on early guidelines.
- Engage in informed advocacy for children and the profession.

**Instructor:** Hattie Albertson

**Office:** Thatcher 203

**Office Hours:** Monday and Wednesday 10AM – 12PM

**Phone:** 701-228-5454

**Email:** [hattie.c.albertson@dakotacollege.edu](mailto:hattie.c.albertson@dakotacollege.edu)

**Lecture/Lab Schedule:** Online

**Textbook(s):** Language Development in Early Childhood Education

Author: Beverly Otto

Publisher: Pearson

ISBN: 0-13-455262-0

**Course Requirements:**

1. Students will complete all assignments in a professional manner.
2. Assignments are graded as the instructor deems appropriate.
3. Work completed is expected to be the student's own. Any instances of plagiarism will result in significant grade reduction.
4. All communication with the instructor and fellow students will be conducted in a professional manner.

**Tentative Course Outline:**

The course will consist of the following:

Description of Assignment/Assessment	Points Possible	Points received
<b>Assignments:</b> Students will answer questions, create lesson plans.	22 @ 10-30 pts (points vary per assignment)	
<b>Discussions:</b> Students will answer questions in the discussion area and interact with other students.	2 @ 25 pts each	
<b>Definition/Question:</b> Students will be asked to define terms and answer end of chapter questions. This assignment is lengthier than some of the others.	1 @ 68 pts each	
<b>Literacy article review:</b> Students read an article and answer questions related to the article.	1 @ 50 pts	
<b>Final:</b> Students will create lesson plans related to implementing literacy into a day as a teacher.	1 @ 100 pts.	
Total Points		898

Grades will be calculated by dividing total points earned by the total points possible and will be based on the following percentages:

Percentage	Grade	
90-100%	A	Target
80 – 89%	B	Acceptable-high
70 – 79%	C	Acceptable-low
60 – 69%	D	Unacceptable
0 – 59%	F	Unacceptable

**General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s):** Employs industry-specific skills in preparation for workplace readiness

**Relationship to Campus Focus:** The goal of the Education and Human Development Department is to prepare professionals to work in the caregiver industry and provide an educational continuum for degree

advancement. The Education and Human Development Department is committed to an environment that promotes quality education.

**Classroom Policies:** Students are expected to stay on track throughout the semester. It is recommended that students must utilize Blackboard Messages or email as the preferred contact for timely responses in the course. Reach out anytime with questions or concerns.

**Student Email Policy:**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

**Academic Integrity:**

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

**Disabilities or Special Needs:**

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

**Title IX:**

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.