



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

Number of Credits: 3

Course Description:

Preschool Language and Literacy is a course 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: Erika Hamilton, Ed.S.

Office: Thatcher 203

Office Hours: M-F 11:00-12:00

Phone: 701-228-5425

Email: Erika.hamilton@dakotacollege.edu

Lecture/Lab Schedule: M, W, F 2:00-2:50, Thatcher 2212

Textbook(s): Language Development in Early Childhood Education
Author: Beverly Otto
Publisher: Pearson
ISBN: 0-13-455262-0

Course Requirements: All assignments and updates will occur through Blackboard. Please be respectful to each other, and communicate with me if there are any questions or concerns.

Tentative Course Outline:

Grading is based on the standard college curve, where students earn a grade based on the total number of points possible. Quizzes and assignments completed during class time may not be made up. There is a one week grace period to make up any missed assignments or exams. Any assignment or exam not made up within 1 week will be given a zero. It is the responsibility of the student to schedule make up work during a time that is workable for both student and instructor. Letter grades are based on the following:

A- 90-100% B- 80-90% C- 70-80% D 60-70% F <59.5%

Throughout the course we will aim for covering one chapter from the text per week. Midterms will be held during week 8. Any changes made will be discussed in class and reflected in Blackboard. Points earned will be in the form of assignment and tests.

Week 1: Ch 1: Language in Our Lives

Week 2: Ch 2: Theoretical Perspectives and Contexts of Language Development

Week 3: Ch 3: Language Development among Children of Linguistic Diversity

Week 4: Ch 4: Language Development of Infants and Toddlers

Week 5: Ch 5: Enhancing Language Development in Infants and Toddlers

Week 6: Ch 6: Language Development in Preschoolers

Week 7: Ch 7: Enhancing Language Development in Preschoolers

Week 8: Midterm Week

Week 9: Ch 8: Language Development in Kindergarteners

Week 10: Ch 9: Enhancing Language Development in Kindergarteners

Week 11: Ch 10: Language Development in the Primary Years

Week 12: Ch 11: Enhancing Language Development in the Primary Years

Week 13: Ch 12: Language Assessment: Observing, Screening, Diagnosing, and Documenting

Week 14: Ch 13: Enhancing Language Development Among Children with Communicative Disorders

Week 15: Ch 14: Fostering Language Development through School-Home Connections

Week 16: Catch up

Final: Time TBD

General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s): Employ 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:

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.

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.

AI Student Policy:

Unless otherwise indicated in the course syllabus, or in individual instructions for course assignments, or in the absence of the express consent of the course instructor, students are not allowed to utilize generative AI to help produce any of their academic work. Any violation of this policy will be considered an act of academic dishonesty as outlined within the Dakota College Code of Student Life.

RESPONSIBILITIES

Students	• Responsible to follow the syllabus and assignment instructions regarding use of generative AI for all academic work. • Obtain permission of the instructor prior to the use of generative AI that is outside of the syllabus or assignment instructions. Provide appropriate rationale for how the use of generative AI will enhance the learning experience for the assignment. • In instances where generative AI is permissible, appropriately cite the generative AI program used and indicate where in the assignment it was used, in a brief submission statement.
Faculty	• Determine if the use of generative AI could enhance student learning in any assignment or project. • Clearly indicate in all course syllabi if generative AI is allowable for any academic work. • If allowable, give specific parameters for how and when generative AI may be used. • If a violation of generative AI for the individual course/syllabus is suspected, discuss the concern with the

	student. If violation is still suspected, inform the appropriate semester coordinator/program director.
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