

Minnesota State University Moorhead

STL 295: Foundations of Language and Literacy

A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: 0

OJT Hours/Week: *.*

Prerequisites: None

Corequisites: None

MnTC Goals: None

This course examines language and early literacy development in children from birth to age six. Emphasis is given to the relationship between language acquisition and early literacy, the impact of sociological and cultural factors on early literacy development, and the wide variety of home and school experiences that provide children with a solid foundation of success for learning to read and write. This course includes an introduction to the five pillars of reading, with a particular emphasis on phonemic awareness, phonics, and vocabulary.

B. COURSE EFFECTIVE DATES: 01/01/2019 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Early literacy development and factors that influence
2. Reading to young children
3. Development of oral language and vocabulary
4. Early writing and spelling development
5. Phonological and phonemic awareness
6. Assessing early literacy development
7. Family literacy partnerships
8. Media influence

D. LEARNING OUTCOMES (General)

1. Understand the central concepts and tools of inquiry for teaching language and literacy, including how to: use teaching practices that support and enhance literacy development at all developmental levels; use appropriate techniques for broadening the listening, speaking, reading, and writing vocabularies of primary-aged children; and communicate with adult caregivers of primary-aged children about concepts of language and literacy development and age-appropriate learning materials.
2. Understand strategies for assessing a preprimary aged child's emerging level of cognitive development and how to use this information to establish individual cognitive development goals and design developmentally appropriate learning experiences that encourage the development of language and communication skills.
3. Understand relationships among reading, writing, and oral language and the interdependent nature of reading, writing, and speaking to promote reading proficiency.
4. Knowledge of phonological and phonemic awareness, including: the phonemes that make up the English language; and the ways in which reading achievement is related to phonological and phonemic awareness, including the ability to recognize word boundaries, to rhyme, and to blend, segment, substitute, and delete sounds in words.
5. Knowledge of concepts of print including: knowledge about how letters, words, and sentences are represented in written English; the importance of teaching uppercase and lowercase letter recognition and formation; and the instructional progression of the alphabetic principle.
6. Knowledge of phonics and other word identification strategies and fluency, including: the stages of spelling development and systematic planning for spelling instruction related to the stages of spelling development.
7. Understand the structure of the English language, including; knowledge of how to help students consolidate knowledge of English grammar and improve reading fluency and comprehension by providing frequent opportunities to listen to, read, and reread materials.
8. Understand the central concepts and tools of inquiry for teaching language and literacy, including how to: use teaching practices that support and enhance literacy development at all developmental levels; use appropriate techniques for broadening the listening, speaking, reading, and writing vocabularies of primary-aged children; help children use phonemic, semantic, and graphemic cuing systems during literacy learning activities; and communicate with adult caregivers of primary-aged children about concepts of language and literacy development and age-appropriate learning materials.
9. Understand oral and written language development, including; relationships among reading, writing, and oral language and the interdependent nature of reading, writing, listening, and speaking to promote reading proficiency; and the use of formal and informal oral language and writing opportunities across the curriculum to help students make connections between their oral language and reading and writing, particularly English language learners.
10. Knowledge of phonological and phonemic awareness, including; the phonemes that make up the English language; the ways in which reading achievement is related to phonological and phonemic awareness, including the ability to recognize word boundaries, to rhyme, and to blend, segment, substitute, and delete sounds in words; and the stages of spelling development and systematic planning for spelling instruction related to the stages of spelling development.
11. Understand the selection, design, and use of appropriate and engaging instructional strategies, activities, and materials, including: multi sensory techniques, to ensure that students learn concepts about print including how to recognize and write letters.
12. Understand the use of a variety of strategies to motivate students to read at home; encourage and provide support for parents or guardians to read to their children, in English or in the primary languages of English language learners; and to use additional strategies to promote literacy in the home.
13. Understand formal and informal tools to assess students: oral and written language development, auditory awareness, discrimination of sounds, phonological and phonemic awareness, and understanding of concepts about print and the alphabetic principle.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted