

ECE108 Supporting Communication and Emergent Literacy Through Play

Level: 1

Credit Units: 5 Credit Units

Language: ENGLISH

Presentation Pattern: EVERY JULY

Synopsis:

ECE108 Supporting Communication and Emergent Literacy through Play revisits the notion of integration in play-based curriculum, and the process of meaning-making for young children ages birth through eight. It is framed by the principles of developmentally appropriate practice, guided by the assumption that children learn best through activities that are meaningful and relevant to them. In the context of the development of communication and emergent literacy, this entails the use of stories, books, and variety of play-based activities that are of relevance and high interest to children, as well as many everyday opportunities for interaction and conversations with patient, nurturing, knowledgeable, intentional teachers who are skilful in scaffolding and extending learning experiences. As such, activities and strategies for supporting children's development as curious, persistent, flexible, reflective, and collaborative communicators will be discussed.

Topics:

- Influences on young children's language development
- Putting theories in context – nativists, nurturists, and constructivists
- The notions of integration and Developmentally Appropriate Practice (DAP) – revisited
- The nature of knowledge
- Goals for development as a listener and speaker
- Strategies and activities for promoting language development
- The development of communicative competence
- Activities for promoting language development
- Critical thinking dispositions necessary for effective listening
- Critical thinking dispositions necessary for effective speaking
- The role of the intentional teacher in promoting language development
- The role of the teacher in promoting acceptance of differences in language development

Textbooks:

Jeanne M. Machado: Early Childhood Experiences in Language Arts: Early Literacy (eTextbook)
Cengage
ISBN-13: 9789814806589

Learning Outcome:

- Identify the key assumptions underlying each of the three key theories of development as it relates to young children's development of communicative competence
- State the influences on language development
- Explain what it means to be an intentional language arts teacher
- Describe how the three components of the principles of Developmentally Appropriate Practice (DAP) can be used to guide language arts lesson planning
- Apply the principles for promoting the development of critical thinking dispositions necessary for effective listening and speaking
- Propose teaching strategies and activities for promoting acceptance of differences in language development amongst children

Assessment Strategies (Daytime Class):

Components	Description	Weightage Allocation (%)
Overall Continuous Assessment	PRE-COURSE QUIZ 1	5
	TUTOR-MARKED ASSIGNMENT 1	40
	DISCUSSION BOARD 1	5
Overall Examinable Components	ECA	50
Total		100