

CATALOG INFORMATION

Dept and Nbr: CHLD 55.5 Title: LANGUAGE AND LITERACY
Full Title: Foundations of Language and Literacy
Last Reviewed: 4/10/2023

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	6	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable
Grading: Grade or P/NP
Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP
Also Listed As:
Formerly: CHILD 55.5

Catalog Description:
This course provides students an overview of current research and pedagogy related to first and second language acquisition and early literacy of children from birth through age eight. Students will observe and document children's language and literacy in classroom settings, create literacy activity plans, compare tools for evaluating language development, and analyze strategies for scaffolding language and literacy.

Prerequisites/Corequisites:

Recommended Preparation:
Eligibility for ENGL 1A or equivalent and Course Completion of CHLD 10

Limits on Enrollment:

Schedule of Classes Information:
Description: This course provides students an overview of current research and pedagogy related to first and second language acquisition and early literacy of children from birth through age eight. Students will observe and document children's language and literacy in classroom settings, create literacy activity plans, compare tools for evaluating language development, and analyze

strategies for scaffolding language and literacy. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended: Eligibility for ENGL 1A or equivalent and Course Completion of CHLD 10

Limits on Enrollment:

Transfer Credit: CSU;

Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area	Effective:	Inactive:
CSU GE:	Transfer Area	Effective:	Inactive:
IGETC:	Transfer Area	Effective:	Inactive:
CSU Transfer:	Transferable	Effective: Spring 1989	Inactive:
UC Transfer:		Effective:	Inactive:

CID:

Certificate/Major Applicable:

Both Certificate and Major Applicable

COURSE CONTENT

Student Learning Outcomes:

At the conclusion of this course, the student should be able to:

1. Use theoretical framework to describe the developmental progression of language and literacy skills in young children, including the learning of multiple languages.
2. Develop strategies for scaffolding and assessing the language and literacy development of young children across a variety of contexts using age-appropriate learning materials.

Objectives:

At the conclusion of this course, the student should be able to:

1. Explain the five elements of language acquisition (phonetic, semantic, syntactic, morphemic, and pragmatic) and discuss how each contributes to young children's developing language.
2. Observe, document, and analyze young children's language in various educational settings and cultural contexts.
3. Create, demonstrate, and explain a literacy activity plans for scaffolding language development.
4. Explain the role of culture and home language in the development of language competence.
5. Describe the unique and related characteristics of learning one or multiple languages.
6. Compare several informal and formal language and literacy assessment tools and explain their respective educational value.
7. Explain how language interactions in routine activities are a source of language socialization.
8. Describe criteria for selecting and presenting age-appropriate books and other literacy materials including digital media.
9. Describe the developmental progression of typical and atypical emerging literacy from birth through age eight.

Topics and Scope:

- I. Five Elements of Language
 - A. Phonetic
 - B. Semantic
 - C. Syntactic
 - D. Morphemic
 - E. Pragmatic
- II. Typical Language Development
 - A. Universal sequence
 - 1. Receptive language
 - 2. Expressive language
 - B. Influence of culture
 - C. Second language acquisition
 - 1. Simultaneous bilingualism
 - 2. Successive bilingualism
 - 3. Language loss
 - D. Stages of learning first and second language
 - 1. Observation and listening
 - 2. Telegraphic and formulaic speech
 - 3. Fluid language use
 - 4. Writing and reading
- III. Theories of Early Language Acquisition
 - A. Nativist perspective
 - B. Cognitive developmental perspective
 - C. Behaviorist perspective
 - D. Interactionist perspective
- IV. Varieties of Language
 - A. Standard language
 - B. Registers
 - C. Dialects
- V. Language and Literacy in Early Childhood Settings
 - A. Observation and documentation
 - B. Appropriate literacy materials
 - C. Developmentally appropriate literacy activity plans
 - D. Formal and informal assessments of children's language
 - 1. Purpose and types of assessment tool
 - 2. Connections to classroom use
 - 3. Sharing assessment results with parents
 - 4. California Preschool Learning Foundations
- VI. Communicative Disorders
- VII. Home-School Connections

Assignment:

Reading Assignments:

- 1. Weekly reading of text and instructor prepared materials (approximately 25-30 pages)

Writing Assignments:

- 1. Written literacy activity plans that scaffold children's language and literacy development at different ages (2-4 papers, 1000-1500 words each)
- 2. Research paper on current topics related to children's language development (approximately 1500-2500 words)

Skill Demonstrations Assignments:

1. Observation and written analysis of young children's language and literacy in multiple settings (2-4 papers of approximately 1000-2000 words each)
2. Interview parents about home language use with written report (approximately 1500 words)
3. Analysis and in-class presentation on a current tool used to assess children's language development

Examination Assignments:

1. Exam(s), including final exam (1-4)

Other Assignments:

1. Participation in class activities and discussion

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Literacy activity plans; research paper; written report

Writing
20 - 40%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None

Problem solving
0 - 0%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Observations; parent interview; presentation on language assessment tool

Skill Demonstrations
20 - 50%

Exams: All forms of formal testing, other than skill performance exams.

Exam(s)

Exams
10 - 30%

Other: Includes any assessment tools that do not logically fit into the above categories.

Participation in class activities and discussions

Other Category
0 - 20%

Representative Textbooks and Materials:

Early Childhood Experiences in Language Arts: Early Literacy. 12th ed. Machado, Jeanne M. Wadsworth Publishing. 2022.
Language Development in Early Childhood. 5th ed. Otto, Beverly. Pearson. 2018.
Literacy Learning for Infants, Toddlers, and Preschoolers: Key Practices for Educators. Souto-Manning et al. NAEYC. 2022.

Preschool English Learners: Principles and Practices to Promote Language, Literacy and Learning. 2nd ed. California Department of Education. 2009 (classic).
Instructor prepared materials

Free Online Resouce:

Preschool English Learners: Principles and Practices to Promote Language, Literacy and Learning. California Department of Education. 2nd ed.
www.cde.ca.gov/sp/cd/re/documents/psenglearnersed2.pdf