

CATALOG INFORMATION

Dept and Nbr: CHLD 55.5      Title: FOUND. OF LANG. AND LIT.  
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 an overview of current research and pedagogy related to first and second language acquisition and early literacy of young children, ages 0 to 6 years. Students will observe and document children's language and literacy in classroom settings, create activity plans, compare tools for evaluating language development and analyze strategies for scaffolding language and literacy.

**Prerequisites/Corequisites:**

**Recommended Preparation:**  
Course Completion of CHLD 10 and Eligibility for ENGL 100 or ESL 100

**Limits on Enrollment:**

**Schedule of Classes Information:**  
Description: This course provides an overview of current research and pedagogy related to first and second language acquisition and early literacy of young children, ages 0 to 6 years. Students will observe and document children's language and literacy in classroom settings, create activity plans, compare tools for evaluating language development and analyze strategies for scaffolding

language and literacy. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended: Course Completion of CHLD 10 and Eligibility for ENGL 100 or ESL 100

Limits on Enrollment:

Transfer Credit: CSU;

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

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>	Effective:	Inactive:
<b>CSU GE:</b>	<b>Transfer Area</b>	Effective:	Inactive:

<b>IGETC:</b>	<b>Transfer Area</b>	Effective:	Inactive:
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<b>CSU Transfer:</b>	Transferable	Effective:	Spring 1989	Inactive:
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<b>UC Transfer:</b>	Effective:	Inactive:
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**CID:**

**Certificate/Major Applicable:**

Both Certificate and Major Applicable

## **COURSE CONTENT**

### **Outcomes and Objectives:**

Upon completion of this course, students will be able to:

1. Explain the five aspects (phonetic, semantic, syntactic, morphemic, and pragmatic) of language and discuss how each aspect contributes to young children's developing language.
2. Document and analyze children's language development as they re-tell a familiar story.
3. Observe, document and analyze young children's language in various educational settings and cultural contexts.
4. Create, demonstrate and explain an activity plan for scaffolding language development including early literacy skills of young children.
5. Use theory and research to explain the complexity of language learning and young children's ability to develop language competence regardless of culture and home language.
6. Describe the unique and related characteristics of learning one or multiple languages.
7. Compare several informal strategies and formal language and literacy assessment tools and explain their respective educational value.
8. Explain how language interactions in routine activities are a source of language socialization.
9. Describe criteria for selecting age appropriate books of various genres and the adult's role in presenting an age appropriate book to young children.

### **Topics and Scope:**

I. Five aspects of language

A. Phonetic, semantic, syntactic, morphemic, pragmatic

II. Typical language development

A. Universal sequence

1. receptive and 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
    - 1. language socialization as a research paradigm
  - E. Neurolinguistics
- IV. Varieties of language
  - A. standard language
  - B. registers
  - C. dialects
- V. Observing and documenting children's language in multiple settings
- VI. Selecting appropriate books for children
- VII. Creating developmentally appropriate activity plans
  - A. Early literacy development
- VIII. Formal and informal assessments of children's language
  - A. purpose of assessment tool
  - B. connections to classroom use
  - C. sharing assessment results with parents
  - D. California Preschool Learning Foundations
- IX. Communicative disorders
- X. Home school connections
  - A. listening to and learning from families

### **Assignment:**

Assignments may include but are not limited to:

- 1. Weekly reading assignments (approximately 25-30 pages).
- 2. Observations, recording and written analysis of children's (ages 1-6) language and literacy in multiple settings (approximately 2-4).
- 3. Interview parents of an infant/toddler with written analysis of home language use demonstrating terminology that includes strategies for parents and/or caregiver to foster language development.
- 4. Written activity plans (approximately 2-4) that scaffold toddler's (1-2 and 2-3 year old) and preschool age (3-5) children's language and literacy development.
- 5. 1-3 mid-terms and/or final exam.

### **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.

Written homework, analysis of interviews and observations, activity plans.

Writing  
50 - 70%

**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.

None

Skill Demonstrations  
0 - 0%

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

Mid-term and/or final exams.

Exams  
20 - 40%

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

Classroom participation, observations and interviews

Other Category  
10 - 20%

### **Representative Textbooks and Materials:**

Language Development in Early Childhood (3rd) Otto, Beverly. Pearson Prentice Hall:2010  
Preschool English Learners: Principles and Practices to Promote Language, Literacy and Learning. (2nd), California Department of Education:2009