

CHLD 55.5 Course Outline as of Fall 2017**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 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 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 observation and documentation to analyze young children’s language development.
2. Create distinct activity plans for scaffolding the language and literacy development of young children.
3. Discuss theoretical frameworks and current research related to children’s emerging language and literacy development, including learning multiple languages.
4. Compare various tools for evaluating young children's language and literacy development.

Objectives:

Upon completion of the course, students will 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 an activity plan 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 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:

Assignments may include the following:

1. Weekly reading assignments (approximately 25-30 pages)
2. Observations, recording and written analysis of children's (from birth through age eight) language and literacy in multiple settings (approximately 2-4 papers of 2-4 pages each)
3. Interview parents about home language use: written report of interview (2-4 pages)
4. Written activity plans that scaffold children's language and literacy development at different ages (2-4 papers, at 2-4 pages each)

5. Exams (1-4)
6. In-class presentation on a current tool used to assess children's language development
7. Research paper on current topics related to children's language development (approximately 3-5 pages)

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.

Interview report, observation analysis, activity plans, research paper	Writing 30 - 50%
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Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None	Problem solving 0 - 0%
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Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Observations	Skill Demonstrations 10 - 20%
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Exams: All forms of formal testing, other than skill performance exams.

Exam(s)	Exams 20 - 40%
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Other: Includes any assessment tools that do not logically fit into the above categories.

Classroom participation, in-class presentation on language assessment tool	Other Category 10 - 30%
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Representative Textbooks and Materials:

- Language Development in Early Childhood. 4th ed. Otto, Beverly. Pearson. 2014
- Early Childhood Experiences in Language Arts: Early Literacy. 11th ed. Machado, Jeanne M. Wadsworth Publishing. 2015
- Preschool English Learners: Principles and Practices to Promote Language, Literacy and Learning. 2nd ed. California Department of Education. 2009 (classic)
- Instructor prepared materials