

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	17.5	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 will prepare students to enhance the literacy outcomes of young children by increasing their knowledge of literacy development within cultural contexts. Attention will be given to evaluating quality literature for young children. Appropriate classroom and home learning activities will be planned and demonstrated. Emphasis will be placed on strategies to assist parents in providing appropriate literacy experiences for children.

Prerequisites/Corequisites:

Recommended Preparation:
CHLD 10, or CHLD 110.1 and 110.2; and ENGL 100 or ESL 100.

Limits on Enrollment:

Schedule of Classes Information:
Description: This class provides an overview of research-based principles that provide a strong foundation for early literacy skills within a developmentally appropriate approach for young children. Creating and planning learning activities is an integral part of the course. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended: CHLD 10, or CHLD 110.1 and 110.2; and 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:

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:

Not Certificate/Major Applicable

COURSE CONTENT

Outcomes and Objectives:

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

1. Define literacy and emergent early literacy.
2. Define and describe positive teaching practices that best promote and support expressive language with young children in a classroom environment.
3. Plan and evaluate engaging classroom activities that incorporate play to support reading and writing development based on a developmental continuum.
4. Create and design goals and lesson plans that will incorporate the developmental continuum of reading and writing experiences for young children.
5. Demonstrate scaffolding teaching strategies to support literacy development in the classroom.
6. Analyze the processes of play that enhance emerging literacy.
7. Demonstrate effective literacy strategies in working with second language learners.
8. Analyze and critique appropriate literature and other learning materials for diverse learners, including those with special needs.
9. Design strategies to involve families in supporting language and literacy with young children.

Topics and Scope:

- I. Early Literacy Theory and Issues
 - A. Quality of children's early experiences
 - B. Development of motivation for children to read

- C. Families as partners in children's literacy success
- D. Interrelatedness of speaking, listening, reading, and writing
- E. Teacher's role in promoting language and early literacy
- F. Best practices of teaching
- G. Defining early literacy
- II. Assessment and Developmental Continuum
 - A. Birth through eight years of age
 - B. Adaptation of teaching/learning experiences to children's needs
 - C. Utilizing family information and support
 - D. Achievable, challenging learning goals for young children, including children with disabilities and special learning needs
 - E. Intentional goal setting for groups and individuals
 - F. Systematic assessment of young children's literacy learning - observations, informal and formal
 - G. Developing and maintaining children's motivation to read
 - H. Importance of families as partners
 - I. The role of the teacher in promoting language and early literacy
- III. Environments for Literacy Learning Experiences
 - A. Designing environments for different age groups
 - B. Integrating technology
 - C. Teacher's role in intentionally utilizing the environment
- IV. Curriculum and Teaching
 - A. Providing meaningful and developmentally appropriate curriculum
 - B. Infusion of literacy skills in all areas of the curriculum
 - C. Integration of children's cultures and languages
 - D. Scaffolded instruction, definition, and practice
 - E. Effective teaching strategies to motivate children to read and write.
- V. Literacy Enhanced Play
 - A. Environment and materials
 - B. Teacher's role - three approaches
 - C. Acquisition of literacy skills through play
 - D. Learning elements of narrative dramatic play and dramatization of stories
 - E. Connection between play, literacy, learning and curriculum studies
 - F. Props, themes, and teaching interaction strategies
- VI. Integration of Language Arts
 - A. Speaking and Listening
 - 1. Definitions of oral, expressive, and receptive language
 - 2. Continuum of language - infancy through age eight
 - 3. Modeling for children's development, adult to child and child to adult
 - 4. Effective approaches for teaching English and second language learners
 - 5. Strategies to promote language learning, including children with special needs
 - 6. Vocabulary and language development across the curriculum
 - 7. Supporting language through information books, experiments, and project work
 - B. Reading
 - 1. Continuum of reading development, infancy to eight years
 - 2. Effective strategies for reading aloud

3. Inclusion of cultural and individual differences including second language learners
 4. Criteria for selecting quality developmental and culturally appropriate books and materials
 5. Analyzing for bias in materials and books
 6. Engaging families in reading and related activities
 7. Print awareness and book handling skills
 8. Strategies for engaging children with a variety of books
 9. Use of large group, small group, and individual reading strategies
 10. The development of phonological awareness
 11. Alphabetic principles
 12. Promoting reading for children with special needs
- C. Writing
1. Continuum of writing development from infant to eight years.
 2. Interrelationship of reading and writing
 3. Planning developmentally appropriate writing activities
 4. Sustaining motivation to write
 5. Promoting writing for children with special needs
 6. Strategies to support phonemic awareness, alphabetic knowledge, and concepts of print
 7. Daily writing in the classroom to promote creative expression and communication
 8. Writing individual name

Assignment:

Homework:

1. Weekly reading assignments of texts and related materials given in class with written personal reflection and practical application for supporting literacy with young children and their families noted in journal. Approximate length four to six pages each week.
2. Analyze and critique ten books/stories presenting a written evaluation and summarization of cultural awareness and possible bias utilizing specific criteria given in class. Term paper approximate length 7-10 pages. May also be incorporated as a part of the integrated curriculum unit.
3. Design and present a two week integrated language arts curriculum using literature as the central theme following a teacher and student design checklist and rubric. (Written homework.)

In Class Work May Include:

4. Demonstration and presentation of home and classroom literacy lesson plans and activities incorporating emergent developmental reading, listening and writing activities based on theory and research noted in texts and reading.
5. Informal presentations which will utilize clear organization and effective communication skills as defined by teacher and student generated rubric.
6. Analyzing children's literature for meeting the needs of second language learners and special needs children utilizing a provided rubric based of current research.
7. Evaluation and comparison of sample children's books for bias as

- demonstrated by short written and oral summaries for class.
8. Designing and utilizing rubrics, assessments, portfolios, and checklist for evaluation of class projects and observations.
 9. Group work identifying strategies to involve families in supporting emergent literacy as demonstrated by a clear written summary and group presentation to the class.

Field Work May Include:

1. Analyzing the processes of play and structured learning type activities that promote emergent literacy that meet the developmental ages and need of all children.
2. Working with young children in presenting a literacy activity in a home or school setting utilizing one of the lesson plans written in the integrated curriculum assignment.

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, Reading reports, Term papers

Writing
20 - 45%

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.

Class performances, Field work, Report and demonstrate field work experiences.

Skill Demonstrations
10 - 30%

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

None

Exams
0 - 0%

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

Weekly journal, class attendance, participation, and group work

Other Category
25 - 50%

Representative Textbooks and Materials:

Textbooks Recommended:

Burns, Griffin, Snow, Editors. Starting Out Right: A Guide to Promoting Children's Reading Success. National Research Council, Washington, D.C. National Academy Press, 1999.

Lilly, Elizabeth & Green, Connie. Developing Partnerships with Families Through Children's Literature. Prentice Hall, 2004.

Neuman, Susan, Copple, Carol & Bredekamp, Sue. Learning to Read and Write, Developmentally Appropriate Practices for Young Children. National Association for the Education of Young Children, 2000.

Supplemental Texts:

Christie, James, Enz, Billie & Vukelich, Carol. Teaching Language and Literacy, Preschool Through the Elementary Grades. Pearson Education Inc., 2003.