



COURSE OUTLINE : CHLDV 215

D Credit – Degree Applicable

COURSE ID 001402

Cyclical Review: October 2021

COURSE DISCIPLINE : CHLDV
COURSE NUMBER : 215
COURSE TITLE (FULL) : Emergent Literacy In Early Childhood
COURSE TITLE (SHORT) : Literacy Early Childhood
ACADEMIC SENATE DISCIPLINE: Child Development

CATALOG DESCRIPTION

CHLDV 215 provides students an opportunity to learn a specialization in supporting emerging literacy for young children (birth through age eight). Emphases are placed on the study of oral language development, children's literature, and play related to early literacy. Students study the working theories for understanding emerging literacy in relation to cultural, social, and family environments. Topics include: reading, children's literature, early literacy, second language learning, play and literacy, family literacy, and becoming a conversationalist with children.

Total Lecture Units:3.00

Total Laboratory Units: 0.00

Total Course Units: 3.00

Total Lecture Hours:54.00

Total Laboratory Hours: 0.00

Total Laboratory Hours To Be Arranged: 0.00

Total Contact Hours: 54.00

Total Out-of-Class Hours: 108.00

Recommended Preparation: ENGL 101 and CHLDV 135.



ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1	CHLDV	135	Child Growth and Development	Analyze major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies;	Yes
2	CHLDV	135	Child Growth and Development	analyze how cultural, economic, political, historical contexts affect children’s development;	Yes
3	CHLDV	135	Child Growth and Development	compare and contrast various theoretical frameworks that relate to the study of human development, examine and evaluate the role of play and its relationship to development at various stages;	Yes
4	CHLDV	135	Child Growth and Development	apply developmental theory to the analysis of child observations, surveys, and/or interviews using investigative research methodologies;	Yes
5	CHLDV	135	Child Growth and Development	differentiate characteristics of typical and atypical development at various stages;	Yes
6	CHLDV	135	Child Growth and Development	analyze the importance of the early years and the interaction between maturational processes and social/environmental factors and the effects on various areas of development;	Yes
7	CHLDV	135	Child Growth and Development	explore contemporary social issues that impact children’s development.	Yes
8	ENGL	101	Introduction to College Reading and Composition	Read, analyze, and evaluate a variety of primarily non-fiction readings for content, context, and rhetorical merit with consideration of tone, audience, and purpose;	Yes
9	ENGL	101	Introduction to College Reading and Composition	apply a variety of rhetorical strategies in writing unified, well-organized essays directed by a well-reasoned thesis statement with persuasive support;	Yes
10	ENGL	101	Introduction to College Reading and Composition	develop varied and flexible strategies for generating, drafting, and revising essays;	Yes
11	ENGL	101	Introduction to College Reading and Composition	analyze stylistic choices in their own writing and the writing of others;	Yes
12	ENGL	101	Introduction to College Reading and Composition	write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence;	Yes
13	ENGL	101	Introduction to College Reading and Composition	integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism;	Yes



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14	ENGL	101	Introduction to College Reading and Composition	find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format;	Yes
15	ENGL	101	Introduction to College Reading and Composition	proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.	Yes

EXIT STANDARDS

- 1 define how children differ in their development and approach to learning language and utilize this knowledge to provide opportunities that support the cognitive development of children;
- 2 plan and demonstrate developmentally appropriate language and early literacy curriculum and teaching strategies for children;
- 3 describe the characteristics, teaching strategies, and stages of second language acquisition in the development of children;
- 4 analyze the early care and education learning environment which supports the development of language and literacy skills through observations and written assessments of adult/child interactions and the environment;
- 5 explain the parent-teacher partnership that affects language learning and identify ways that parents strengthen a child’s language growth;
- 6 construct a classroom library that reflects different ages groups and demonstrate an understanding of the importance of anti-bias and anti-racist literature for children.

STUDENT LEARNING OUTCOMES

- 1 Describe how children develop language and literacy, from birth through age 8.
- 2 Construct materials and experiences for children that use language and literacy practices and theories.
- 3 Support children's language development and emerging literacy by working closely with their families and schools.

COURSE CONTENT WITH INSTRUCTIONAL HOURS

	Description	Lecture	Lab	Total Hours
1	Brain Development - language and literacy <ul style="list-style-type: none"> • Review of brain development from infancy through age 8 • Brain Development in relation to language and literacy 	6	0	6



2	<p>Introduction to literacy</p> <ul style="list-style-type: none"> • Developmental stages of language and literacy development • Age-appropriate books/reading aloud to children • Study of books and illustrations • Storytelling through dictation, oral retelling, conversations • Creating a classroom that supports language and literacy development 	10	0	10
3	<p>Assessment and developmental continuum</p> <ul style="list-style-type: none"> • Observations and assessments (anecdotal records, Desired Results Development Profile, etc.) of language and literacy development 	4	0	4
4	<p>Curriculum, teaching and learning environments</p> <ul style="list-style-type: none"> • Developmentally appropriate language and literacy experiences, activities, environments • The role of the teacher in language and literacy development 	6	0	6
5	<p>Spoken/Oral language development</p> <ul style="list-style-type: none"> • Developmentally appropriate phonic awareness • Vocabulary (understanding and breadth of) • Development of grammatical awareness 	6	0	6
6	<p>Literacy enhanced play</p>	6	0	6
7	<p>Development of Reading and Writing Skills</p> <ul style="list-style-type: none"> • Emergent literacy • Beginning reading • Beginning writing • Individual and group differences 	8	0	8
8	<p>English Language Learners (ELL) - language and literacy development</p> <ul style="list-style-type: none"> • Supporting ELL in classroom/environment • Role of the teacher 	8	0	8
				54

OUT OF CLASS ASSIGNMENTS

- 1 Book project - collecting and analyzing children’s books
- 2 Interviewing an educator on their ways to support ELL
- 3 Reflective writing on weekly readings
- 4 Group Project on activities and experiences to support language and literacy development



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METHODS OF EVALUATION

- 1 Oral presentations.
- 2 Quizzes and examinations.
- 3 Reflective writing demonstrating connections to the readings/lectures

METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations

TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
Language and Literacy Development: What Educators Need to Know	Required	Guilford Press	2	Print	James P. Byrnes	9781462540044	2019