

## CHLDV215 : Emergent Literacy In Early Childhood

### General Information

Author:	<ul style="list-style-type: none"><li>Michelle Stonis</li><li>Owens, Deborah</li><li>Biancheri, Mary Jane</li></ul>
Course Code (CB01) :	CHLDV215
Course Title (CB02) :	Emergent Literacy In Early Childhood
Department:	CHLDV
Proposal Start:	Spring 2025
TOP Code (CB03) :	(1305.00) Child Development/Early Care and Education
CIP Code:	(19.0709) Child Care Provider/Assistant.
SAM Code (CB09) :	Clearly Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	No
Course Control Number (CB00) :	CCC000628066
Curriculum Committee Approval Date:	06/12/2024
Board of Trustees Approval Date:	07/16/2024
Last Cyclical Review Date:	06/12/2024
Course Description and Course Note:	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.
Justification:	Mandatory Revision
Academic Career:	<ul style="list-style-type: none"><li>Credit</li></ul>
Mode of Delivery:	No value
Author:	<ul style="list-style-type: none"><li>Biancheri, Mary Jane</li></ul>
Course Family:	No value

### Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none"><li>Child Development/Early Childhood Education</li></ul>
Alternate Discipline:	No value
Alternate Discipline:	No value

## Course Development

### Basic Skill Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

### Course Special Class Status (CB13)

Course is not a special class.

### Pre-Collegiate Level (CB21)

Not applicable.

### Grading Basis

- Grade with Pass / No-Pass Option

### Course Support Course Status (CB26)

Course is not a support course

## General Education and C-ID

### General Education Status (CB25)

Not Applicable

### Transferability

Transferable to CSU only

### Transferability Status

Approved

## Units and Hours

### Summary

**Minimum Credit Units (CB07)** 3

**Maximum Credit Units (CB06)** 3

**Total Course In-Class (Contact) Hours** 54

**Total Course Out-of-Class Hours** 108

**Total Student Learning Hours** 162

### Credit / Non-Credit Options

#### Course Type (CB04)

Credit - Degree Applicable

#### Noncredit Course Category (CB22)

Credit Course.

#### Noncredit Special Characteristics

No Value

#### Course Classification Code (CB11)

Credit Course.

Variable Credit Course

#### Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience

Education Status (CB10)

### Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Studio Hours	0	0

### Course Student Hours

<b>Course Duration (Weeks)</b>	18
<b>Hours per unit divisor</b>	0
<b>Course In-Class (Contact) Hours</b>	
Lecture	54
Laboratory	0
Studio	0

**Total** 54

**Course Out-of-Class Hours**

Lecture	108
Laboratory	0
Studio	0
<b>Total</b>	<b>108</b>

**Time Commitment Notes for Students**

No value

**Units and Hours - Weekly Specialty Hours**

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

**Pre-requisites, Co-requisites, Anti-requisites and Advisories**

**Advisory**

CHLDV135 - Child Growth And Development (in-development)

Objectives

- Analyze major developmental milestones for children from birth through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies.
- Analyze how cultural, economic, political, historical contexts affect children’s 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.
- Apply developmental theory to the analysis of child observations, surveys, and/or interviews using investigative research methodologies.
- Differentiate characteristics of typical and atypical development at various stages.
- 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.
- Explore contemporary social issues that impact children’s development.

**AND**

**Advisory**

ENGL101 - Introduction to College Reading and Composition

Objectives

- Read, analyze, and evaluate a variety of primarily non-fiction readings for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- Apply a variety of rhetorical strategies in writing unified, well-organized essays directed by a well-reasoned thesis statement with persuasive support.
- Develop varied and flexible strategies for generating, drafting, and revising essays.
- Analyze stylistic choices in their own writing and the writing of others.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

**OR**

## Advisory

### ESL151 - Reading And Composition V

#### Objectives

- Read and critically analyze various academic readings.
- Summarize readings.
- Organize fully-developed essays in both expository and argumentative modes.
- Compose a 500 to 550-word essay that summarizes and cites appropriately a reading passage; includes a clear thesis statement; uses evidence to support the thesis; and shows clear organization into an introduction, body, and conclusion.
- Revise writing to eliminate errors in syntax, and grammatical constructions;
- Employ basic library research techniques.
- Compose one research paper (1,000 words) or two short research papers (500-700 words each) with citations.

#### Entry Standards

Entry Standards

#### Course Limitations

Cross Listed or Equivalent Course

#### Specifications

##### Methods of Instruction

Methods of Instruction

Lecture

Methods of Instruction

Discussion

Methods of Instruction

Multimedia

Methods of Instruction

Demonstrations

Methods of Instruction

Presentations

##### Out of Class Assignments

- Book project (e.g., collecting and analyzing children's books)

- Interviewing an educator on their ways to support English Language Learners
- Reflective writing on weekly readings
- Group Project on activities and experiences to support language and literacy development

**Methods of Evaluation**

**Rationale**

Exam/Quiz/Test	Written final exam
Presentation (group or individual)	Oral presentations
Exam/Quiz/Test	Quizzes and tests

**Textbook Rationale**

No Value

**Textbooks**

Author	Title	Publisher	Date	ISBN
James P. Byrnes	Language and Literacy Development: What Educators Need to Know	Guilford Press	2019	9781462540044
Kathy G. Short	Essentials of Children's Literature	Pearson	2022	9780137471249

**Other Instructional Materials (i.e. OER, handouts)**

No Value

**Materials Fee**

No value

# Learning Outcomes and Objectives

## Course Objectives

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.

Plan and demonstrate developmentally appropriate language and early literacy curriculum and teaching strategies for children.

Describe the characteristics, teaching strategies, and stages of second language acquisition in the development of children.

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.

Explain the parent-teacher partnership that affects language learning and identify ways that parents strengthen a child's language growth.

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.

## SLOs

**Describe how children develop language and literacy, from birth through age 8.**

Expected Outcome Performance: 70.0

<i>ILOs</i> Core ILOs	Communicate clearly, ethically, and creatively; listen actively and engage respectfully with others; consider situational, cultural, and personal contexts within or across multiple modes of communication.
<i>CHLDV</i> Master Teacher	develop an understanding of young children, and of the multiple interacting influences on children's development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children  plan and implement developmentally appropriate, culturally and linguistically relevant experiences that promote and/or support development and learning for all young children
<i>CHLDV</i> School-Age Care	develop an understanding of young children, and of the multiple interacting influences on children's development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children  develop an understanding of young children, and of the multiple interacting influences on children's development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children  plan and implement developmentally appropriate, culturally and linguistically relevant experiences that promote and/or support development and learning for all young children  plan and implement developmentally appropriate, culturally and linguistically relevant experiences that promote and/or support development and learning for all young children
<i>CHLDV</i> Teacher (Preschool)	develop an understanding of young children, and of the multiple interacting influences on children's development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children  develop an understanding of young children, and of the multiple interacting influences on children's development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children  plan and implement developmentally appropriate, culturally and linguistically relevant experiences that promote and/or support development and learning for all young children  plan and implement developmentally appropriate, culturally and linguistically relevant experiences that promote and/or support development and learning for all young children

*CHLDV*  
Site Supervisor develop an understanding of young children, and of the multiple interacting influences on children's development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children

plan and implement developmentally appropriate, culturally and linguistically relevant experiences that promote and/or support development and learning for all young children

**Construct materials and experiences for children that use language and literacy practices and theories.** Expected Outcome Performance: 70.0

*ILOs*  
Core ILOs Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.

*CHLDV*  
School-Age Care plan and implement developmentally appropriate, culturally and linguistically relevant experiences that promote and/or support development and learning for all young children

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*CHLDV*  
Master Teacher plan and implement developmentally appropriate, culturally and linguistically relevant experiences that promote and/or support development and learning for all young children

*CHLDV*  
Site Supervisor plan and implement developmentally appropriate, culturally and linguistically relevant experiences that promote and/or support development and learning for all young children

*CHLDV*  
Teacher (Preschool) plan and implement developmentally appropriate, culturally and linguistically relevant experiences that promote and/or support development and learning for all young children

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*CHLDV*  
Transitional Kindergarten  
Certificate plan, implement and evaluate developmentally appropriate, culturally and linguistically relevant curriculum;

**Create a plan to support children's language development and emerging literacy by working closely with their families and schools.**

Expected Outcome Performance: 70.0

*ILOs*  
Core ILOs Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.

*CHLDV*  
Transitional Kindergarten  
Certificate identify strategies that support the development and learning of young children with special emphasis on Transitional Kindergarten (TK) and children enrolled in a TK program.

plan, implement and evaluate developmentally appropriate, culturally and linguistically relevant curriculum;

*CHLDV*  
Master Teacher plan and implement developmentally appropriate, culturally and linguistically relevant experiences that promote and/or support development and learning for all young children

understand and value the importance and complex characteristics of children's families and communities

use this understanding to create respectful, reciprocal relationships that support and empower families and involve families in their children's learning and development

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Site Supervisor plan and implement developmentally appropriate, culturally and linguistically relevant experiences that promote and/or support development and learning for all young children

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use this understanding to create respectful, reciprocal relationships that support and empower families and involve families in their children's learning and development

CHLDV  
Teacher (Preschool)

plan and implement developmentally appropriate, culturally and linguistically relevant experiences that promote and/or support development and learning for all young children

plan and implement developmentally appropriate, culturally and linguistically relevant experiences that promote and/or support development and learning for all young children

understand and value the importance and complex characteristics of children's families and communities

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CHLDV  
School-Age Care

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## Additional SLO Information

**Does this proposal include revisions that might improve student attainment of course learning outcomes?**

No

**Is this proposal submitted in response to learning outcomes assessment data?**

No

**If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.**

No Value

**SLO Evidence**

No Value

## Course Content

### Lecture Content

#### Brain Development - Language and Literacy (6 hours)

- Review of brain development from infancy through age 8
- Brain Development concerning language and literacy

#### Introduction to Literacy (10 hours)

- 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

**Assessment and Developmental Continuum (4 hours)**

- Observations and assessments (anecdotal records, Desired Results, Development Profile, etc.) of language and literacy development

**Curriculum, Teaching, and Learning Environments (6 hours)**

- Developmentally appropriate language and literacy experiences, activities, environments
- The role of the teacher in language and literacy development
- Engaging diverse parents in learning and literacy

**Spoken/Oral Language Development (6 hours)**

- Developmentally appropriate phonic awareness
- Vocabulary (understanding and breadth of)
- Development of grammatical awareness
- Awareness of diversity in the presentation of language

**Literacy-enhanced Play (6 hours)****Development of Reading and Writing Skills (8 hours)**

- Emergent literacy
- Beginning reading
- Beginning writing
- Individual and group differences

**English Language Learners (ELL) - Language and Literacy Development (8 hours)**

- Supporting ELL in classroom/environment
- Role of the teacher

**Total Hours: 54****Additional Information**

Is this course proposed for GCC Major or General Education Graduation requirement? If yes, indicate which requirement in the two areas provided below.

No

**GCC Major Requirements**

No Value

**GCC General Education Graduation Requirements**

No Value

**Repeatability**

Not Repeatable

**Justification (if repeatable was chosen above)**

No Value

**Resources**

Did you contact your departmental library liaison?

No

If yes, who is your departmental library liason?

No Value

**Did you contact the DEIA liaison?**

No

**Were there any DEIA changes made to this outline?**

Yes

**If yes, in what areas were these changes made:**

- Course Content

**Will any additional resources be needed for this course? (Click all that apply)**

- No

**If additional resources are needed, add a brief description and cost in the box provided.**

No Value