

HDEV 0046 - LANGUAGE AND LITERACY

Catalog Description

Hours: 54 lecture

Description: Designed to support educators in the area of early language and literacy development. Focus on planning and implementing developmentally appropriate experiences that enhance the quality and quantity of oral language, provide for a print-rich environment and assist children in their growing understanding of print. Encourages literacy learning in a meaningful context and provides strategies for working with families and diverse populations. (CSU)

Course Student Learning Outcomes

- CSLO #1: Create early literacy environments according to developmentally appropriate practice.
- CSLO #2: Incorporate language and literacy strategies in order to promote children's early literacy skills.
- CSLO #3: Implement family and home connections that extend children's literacy development.

Effective Term

Fall 2018

Course Type

Credit - Degree-applicable

Contact Hours

54

Outside of Class Hours

108

Total Student Learning Hours

162

Course Objectives

1. Discuss current research of early childhood language and literacy development.
2. Develop activities for a program using current standards and appropriate practice for the development of a language and literacy in preschool.
3. Evaluate the components of a literacy center using an appropriate child literacy assessment tool such as the Early Childhood Rating Scale (ECERS) or the Early Language and Literacy Observation Tool (ELLCO).
4. Distinguish appropriate content for a child's portfolio in language and literacy.
5. Design a print rich environment for preschool.
6. Analyze children's book handling behavior to assess the child's level of understanding of concepts of print.
7. Assemble an activity which promotes phonological awareness in the preschool years.
8. Critique various books for developmental and cultural appropriateness.

9. Initiate specific strategies to promote children's language learning, both expressive and receptive.
10. Formulate a variety of effective strategies for reading-aloud to children to promote vocabulary development, phonemic and print awareness, and background knowledge.
11. Demonstrate, through children's work, the continuum of writing development in preschool.
12. Recommend strategies to infuse language and literacy throughout the classroom and across the curriculum.
13. Justify the meaningfulness of family-school partnerships in early literacy development; recommend strategies to use at home; and provide networking and resources to support family literacy.

General Education Information

- Approved College Associate Degree GE Applicability
- CSU GE Applicability (Recommended-requires CSU approval)
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)

Articulation Information

- CSU Transferable

Methods of Evaluation

- Objective Examinations
 - Example: Students will take a multiple-choice examination on language and utterance. Standard grading. Sample Question: What does MLU stand for? a. Mean Length of Utterance b. Meaning of Language and Understanding c. Mean Language of Utterance
- Problem Solving Examinations
 - Example: Students will read a case study of a child and be able to document and give appropriate reasons why and where they would place the child on the Creative Curriculum Developmental Continuum for Language Development. Rubric Grading.
- Projects
 - Example: Students will create a take home literacy bag with lesson plan activities for parents to do with their children. Evaluation will be completed with a rubric seeking thoroughness of materials in the bag and lesson plans.

Repeatable

No

Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. Introduce the concept of "Early Literacy Environments." Introduce the topic by asking students to give examples of a "print rich" environment in the preschool classroom. Present PowerPoint slides that detail how preschool teachers can effectively integrate language and literacy components into all curricula areas. Show video or slides of preschool classrooms that have integrated language/literacy into interest centers, pausing at intervals for discussion.
2. Introduce the concept of "types of books that should be included in a preschool classroom to promote literacy," by asking the class for different categories of books; list these on the board. Bring out

a selection of books (with 2-3 examples from each type, including fantasy, folklore, realistic fiction, informational, rhymes/poetry). Read part of one of the books and ask: "How will reading this kind of book promote a child's literacy development?" Write responses on the board. Divide class into groups, assigning a different type of book to each group, directing them to analyze & write down the ways their type of book will broaden a child's understanding and develop literacy skills. Circulate and offer assistance with groups as they work.

Distance Learning

1. Following an on-line lecture on literacy experiences, students will respond to an instructor prompt for a discussion board question such as "What were your early literacy experiences?"

Typical Out of Class Assignments Reading Assignments

1. Read the document Learning to Read and Write: Developmentally Appropriate Practices for Young Children and write a policy on providing literacy experiences for preschoolers based on the latest research.
2. Read the chapter from the text on Beginning Writing and develop strategies for planning writing experiences for children in the classroom.

Writing, Problem Solving or Performance

1. Develop a family lending library using the following criteria: a) Select a favorite story book and write a brief paragraph describing what the book is about. b) Generate open-ended questions or comments family members could use while sharing the book with their children. c) Write at least one story-related activity a parent or family member could do with a child after the reading. Identify and/or design any additional materials needed to complete the activity. d) Determine the kind of container to use for lending the books and related materials as well as the procedure for lending the materials. 2. Select a book/story to retell to children, making sure to keep in mind children's interests, age, and appropriate reflection of diversity and gender in the story. Make a puppet, or any object or visual aid that they feel will help children to organize their thoughts, and enhance the child's learning experience. You should be prepared to present your story to the class and answer the following questions: a) What could children learn from the book? b) How are children's language and literacy skills promoted through the book? c) What type of activities could be used within the curriculum to extend the learning from the book and across subject areas?

Other (Term projects, research papers, portfolios, etc.)

Develop a literacy portfolio with examples of literacy strategies within the various topics covered in the course outline.

Required Materials

- So Much More Than the ABCs: The Early Phases of Reading and Writing
 - Author: Judith A. Schickedanz
 - Publisher: NAEYC
 - Publication Date: 2013
 - Text Edition: 5th
 - Classic Textbook?:
 - OER Link:
 - OER:

- Early Childhood Experiences in Language Arts
 - Author: Jeanne M. Machado
 - Publisher: Cengage Learning
 - Publication Date: 2015
 - Text Edition:
 - Classic Textbook?:
 - OER Link:
 - OER:
- Literacy, The Creative Curriculum Approach
 - Author: Cayte Heroman & Candy Jones
 - Publisher: Teaching Strategies
 - Publication Date: 2004
 - Text Edition: 2nd
 - Classic Textbook?:
 - OER Link:
 - OER:
- Children, Language, & Literacy: Diverse Learning in Diverse Times
 - Author: Genishi & Haas-Dyson
 - Publisher: NAEYC
 - Publication Date: 2009
 - Text Edition: 3rd
 - Classic Textbook?:
 - OER Link:
 - OER:

Other materials and-or supplies required of students that contribute to the cost of the course.