CREDIT COURSE OUTLINE

I. COVER PAGE

(1) CHDEV 47   (2) EMERGENT LITERACY   (3) 3

Number   Title   Units

(4) Lecture / Lab Hours:			(8) Classification:		
Total Course Hours					
Total Lec hours:	3.00		Degree applicable:		X
Total Lab hours:			Non-degree applicable:		
Total Contact hours:	54.00		Basic skills:		
Lec will generate _0_ hour(s) outside work.			(9) RC Fulfills AS/AA degree requirement: (area)		
Lab will generate _0_ hour(s) outside work.					
			General education category:		
(5) Grading Basis: Grading Scale Only			Major: CHILD DEVELOPMENT PARAPROFESSIONAL		
Pass/No Pass option	X		Certificate of: CHILD CARE FOR SCHOOL-AGE CHILDREN/TEACHER PARAPROFESSIONAL		
Pass/No Pass only					
(6) Advisories:			Certificate in:		
Eligibility for English 125					
Eligibility for English 126			(10) CSU Baccalaureate:		X
(7) Pre-requisites(requires C grade or better):			(11) Repeatable: (A course may be repeated three times)		0
Corequisites:					

(12) Catalog Description:

This course is designed for current students, future early childhood educators, those who are considering teaching as a profession, and prospective literacy tutors. Students will develop competency in emergent literacy strategies that are essential for delivering culturally relevant reading instruction to emergent young readers, children from birth through age 8. Students will study and gain knowledge of research-based principles and practices for providing young children with a strong foundation in emergent literacy in early reading, writing and oral language within a developmentally-appropriate approach. The theory and research is translated into practical strategies, assessment materials and preparation of a rich literacy environment.

II. COURSE OUTCOMES:

(Specify the learning skills the student demonstrates through completing the course and link critical thinking skills to specific course content and objectives.)

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

    I. Describe the teacher's role in promoting and assessing children's language and literacy development in both the educational and home environments.

    II. Demonstrate knowledge of techniques and strategies for matching children and appropriate materials, including second language learners (ESL) and children with disabilities and / or other special needs.

    III. Analyze and select appropriate literature from a variety of genres of children's literature, authors and illustrators as well as age appropriate educational materials for diverse learners.

    IV. Apply knowledge of emergent literacy theories, developmental stages of reading and writing, and research methods on emergent literacy by planning and designing developmentally appropriate curricula and environments that support language and literqcy for children birth to age eight.

III. COURSE OBJECTIVES:

(Specify major objectives in terms of the observable knowledge and/or skills to be attained.)

In the process of completing this course, students will:

    I. Explain the specific theories of emergent literacy and describe early literacy research methods strengths and weaknesses.

    II. Explain emergent early literacy and the developmental continuum of reading and writing stages for young children ages birth through five.

    III. Describe the teacher's role in promoting and assessing children's language and literacy.

    IV. Design developmentally appropriate curricula and environments that support language and literacy for children birth to age five.

    V. Evaluate and select at least 7 age appropriate books from a variety of genres of children's literature, authors and illustrators and 7 educational materials for young learners.

    VI. Learn teaching skills and strategies for young children, including strategies for those who are culturally different, second

language learners (ESL) and children with disabilities and / or other special needs.

VII. Learn instructional strategies which focus on alphabet knowledge, concepts of letters, concepts of word, concepts of print, phonemic awareness, phonics word recognition and analysis, oral language and fluency development.

IV. COURSE OUTLINE:

Lecture Content:

1. Foundations of Early Literacy
   a. Perspectives about Early Literacy (Whole Language, Balance)
   b. Learning theories (Constructivist, Explicit, Behavioristic)
   c. Integrating the language arts into content areas.
   d. Meeting national standards.
2. Research Methods in Early Literacy
   a. Qualitative and quantitative designs
   b. Teacher as researcher
3. Language and Literacy Development
   a. Theories of language acquisition
   b. Objectives, strategies, materials and assessment
   c. Addressing special language needs (ESL, Dialects)
4. Writing and Early Literacy Development
   a. Theories of writing acquisition; developmental stages
   b.Objectives strategies, materials and assessments
   c. Writing and special needs
5. Children's Literature and Literacy Development
   a. Objectives for using literature
   b. Genres of Children's literature, authors and illustrators
   c. Strategies and materials: promoting voluntary interest
   d. Integrating the use of literature in the total curriculum
   e. Children's literature and special needs
6. Developing Knowledge of Print: Phonemes Awareness, Phonics, content clues, sight, etc.
   a. Objectives, strategies, materials and assessment
   b. Reading readiness and emergent literacy perspective
   c. Children with special needs
7. Developing Comprehension
   a. Objectives, strategies, materials and assessment
   b. Children with special needs
8. Organizing and Managing the Learning for Literacy Development
   a. Preparing rich literacy classroom environments
   b. Integrating literacy development into the total curriculum (art, play, music, social studies, math, science)
   c. Organizational strategies for instruction (whole class, small group and individualized instruction, cooperative and collaborative learning, guided reading instruction to meet special needs)
   d. Leveled reading materials to meet individual needs.
9. The Family and Literacy Development
   a. Family literacy - programs that focus on the child, the parent, intergenerational programs
10. Assessment Issues
   a. Standardized and Authentic assessment, Running Records, etc.

V. APPROPRIATE READINGS

Reading assignments may include but are not limited to the following:

I. Sample Text Title:
   and/or
   1. Recommended - Jeanne Machado *Early Childhood Experiences in Language Arts: Early Literacy,* ed. 8th Thomson Delmar, 2007,
      and/or
   2. Recommended - Dorothy S. Strickland & Judith A. Schickedanz *Learning About Print in Preschool: Working With Letters, Words, and Beginning Links with Phonemic Awareness,* ed. 3rd -, 2005,
      and/or
   3. Recommended - Judith A. Schickedanz & Renee M. Casbergue *Writing in Preschool: Learning to Orchestrate Meaning and Marks,* ed. 3rd -, 2005,
      and/or
   4. Recommended - Neuman, Copple,& Bredekamp *Learning to Read and Write Developmentally Appropriate Practicesfor Young Children,* NAEYC, 2005, ISBN: 0935989870

II. Other Readings

  _X_ Global or international materials or concepts are appropriately included in this course
  _X_ Multicultural materials and concepts are appropriately included in this course

If either line is checked, write a paragraph indicating specifically how global/international and/or multicultural materials and concepts relate to content outline and/or readings.

This course provides information on multicultural, socioeconomic and linguistic issues that deal with gender, learning disabilities and peoples who come from a variety of cultural and ethnic backgrounds. Students will learn to design, and apply, non-biased curriculum by utilizing inclusive language in the introduction and directions given to children. In addition, students will be exposed to curriculum in Early Childhood from various countries.

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VI. METHODS TO MEASURE STUDENT ACHIEVEMENT AND DETERMINE GRADES:

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Students in this course will be graded in at least one of the following four categories. Please check those appropriate. A degree applicable course must have a minimum of one response in category A, B, or C.

	A. Writing		
	Check either 1 or 2 below		
X	*1. Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided.*		
	2. Substantial writing assignments are NOT required. If this box is checked leave this section blank. For degree applicable courses you must complete category B and/or C.		
X	a) essay exam(s)	X	d) written homework
X	b) term or other paper(s)	X	e) reading reports
	c) laboratory report(s)		f) other (specify)

Required assignments may include but are not limited to the following:
Students will be assessed by examination and/or evaluated through small group discussions, interviews, journal writing, role playing scenarios and classroom presentations.

1. Analyze the theory behind emergent literacy to apply developmentally appropriate practices in the classroom
2. Compose several reading reports analyzing culturally appropriate curriculum.

	B. Problem Solving		
	Computational or non-computational problem-solving demonstrations, including:		
	a) exam(s)		d) laboratory reports
	b) quizzes	X	e) field work
X	c) homework problems	X	f) other (specify):

Required assignments may include but are not limited to the following:
1. Understand and apply course content through textbook readings and in-class activities.

2. Students will evaluate preschool, kindergarten, 1st grade and infant environments for literacy-rich contents and experiences and design appropriate adaptations.

3. Analysis of the interrelatedness of speaking, listening, reading and writing.

	C. Skill demonstrations, including:		
X	a) class performance(s)		c) performance exams(s)
	b) field work	X	d) other (specify)

Required assignments may include but are not limited to the following:
1. Design literacy-rich, culturally appropriate curriculum and do a class presentation on a lesson plan.
2. Observation and evaluation of literacy materials in the classroom
3. Essay exam – topic: Compare and contrast three language acquisition theorists and their theories.

	D. Objective examinations including:		
X	a) multiple choice	X	d) completion
X	b) true/false		e) other (specify):
X	c) matching items		

COURSE GRADE DETERMINATION:
Description/Explanation: Based on the categories checked in A-D, it is the recommendation of the department that the instructor's grading methods fall within the following departmental guidelines; however, the final method of grading is still at the discretion of the individual instructor. The instructor's syllabus must reflect the criteria by which the student's grade has been determined. (A minimum of five (5) grades must be recorded on the final roster.)

If several methods to measure student achievement are used, indicate here the approximate weight or percentage each has in determining student final grades.
30% Skills demonstration 20% Problem solving 30% Writing 20% Exam

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VII. EDUCATIONAL MATERIALS

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For degree applicable courses, the adopted texts, as listed in the college bookstore, or instructor-prepared materials have been certified to contain college-level materials.

Validation Language Level (check where applicable):	College-Level Criteria Met	
	YES	NO
Textbook	X	
Reference materials	X	
Instructor-prepared materials	X	
Audio-visual materials	X	

Indicate Method of evaluation:

Used readability formulae (grade level 10 or higher)	_____	
Text is used in a college-level course	X	
Used grading provided by publisher	_____	
Other: (please explain; relate to Skills Levels)	_____	

	YES	NO
Computation Level (Eligible for MATH 101 level or higher where applicable)	_____	X

Content

	YES	NO
Breadth of ideas covered clearly meets college-level learning objectives of this course	X	
Presentation of content and/or exercises/projects:		
Requires a variety of problem-solving strategies including inductive and deductive reasoning.	X	
Requires independent thought and study	X	
Applies transferring knowledge and skills appropriately and efficiently to new situations or problems.	X	

List of Reading/Educational Materials

Recommended - Jeanne Machado *Early Childhood Experiences in Language Arts: Early Literacy,* ed. 8th Thomson Delmar, 2007,

Recommended - Dorothy S. Strickland & Judith A. Schickedanz *Learning About Print in Preschool: Working With Letters, Words, and Beginning Links with Phonemic Awareness,* ed. 3rd -, 2005,

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Comments:

_____	This course requires special or additional library materials (list attached).
X	This course requires special facilities: Preschool – 1st grade classroom and/or lab school.

Attached Files:

BASIC SKILLS ADVISORIES PAGE The skills listed are those needed for eligibility for English 125, 126, and Math 101. These skills are listed as the outcomes from English 252, 262, and Math 250. In the right hand column, list at least three major basic skills needed at the beginning of the target course and check off the corresponding basic skills listed at the left.

(eligibility for English 126) (as outcomes for English 262)	Demonstrate the ability to determine literal and interpretive meaning.
__X__ Using phonetic, structural, contextual, and dictionary skills to attack and understand words.	Demonstrate skills to employ reading strategies and the reading process.
__X__ Applying word analysis skills to reading in context.	Posses skills necessary to maximize understanding and retention of complex concepts.
__X__ Using adequate basic functional vocabulary skills.	
__X__ Using textbook study skills and outlining skills.	
__X__ Using a full range of literal comprehension skills and basic analytical skills such as predicting, inferring, concluding, and evaluating.	

(eligibility for English 125)
(as outcomes for English 252)
 	
__X__ Writing complete English sentences and avoiding
      errors most of the time.
__X__ Using the conventions of English writing: capitalization,
      punctuation, spelling, etc.
__X__ Using verbs correctly in present, past, future, and
      present perfect tenses, and using the correct forms of
      common irregular verbs.
__X__ Expanding and developing basic sentence structure with
      appropriate modification.
__X__ Combining sentences using coordination, subordination,
      and phrases.
__X__ Expressing the writer's ideas in short personal papers
      utilizing the writing process in their development.
	Testing requires students to replace and syntesize concepts and theories into logically constructed sentences and phrases.
	
	The students must be able to write papers that are well crafted from the standpoint of vocabulary, grammar, and organization.
	
	Demonstrate rhetorical effectivesness in writing from the standpoints of college treatment of content, unity, substance, specificity, coherence, diction, and style.

Check the appropriate spaces.
_____ Eligibility for Math 101 is advisory for the target course.
__X__ Eligibility for English 126 is advisory for the target course.
__X__ Eligibility for English 125 is advisory for the target course.
If the reviewers determine that an advisory or advisories in Basic Skills are all that are necessary for success in the target course, stop here, provide the required signatures, and forward this form to the department chair, the appropriate associate dean, and the curriculum committee.

CONTENT REVIEW

REQUISITES

No requisites