

CHDV 150: EARLY LITERACY DEVELOPMENT IN FIRST AND SECOND LANGUAGE

In Workflow

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Approval Path

1. Fri, 02 Oct 2020 00:53:22 GMT
Sheri Hembree (hembrees): Approved for UGSE Chair
2. Fri, 09 Oct 2020 15:35:20 GMT
Dale Allender (dale.allender): Approved for ED College Committee Chair
3. Wed, 14 Oct 2020 21:18:19 GMT
Karen O'Hara (kdohara): Approved for ED Dean

Date Submitted: Wed, 09 Sep 2020 19:29:24 GMT

Viewing: CHDV 150 : Early Literacy Development in First and Second Language

Formerly known as: CHDV 150A

Last edit: Fri, 18 Sep 2020 20:53:58 GMT

Changes proposed by: JaNay Brown-Wood (211307838)

Contact(s):

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Catalog Title:

Early Literacy Development in First and Second Language

Class Schedule Title:

Early Literacy Development

Academic Group: (College)

ED - Education

Academic Organization: (Department)

Undergraduate Studies in Education

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Fall 2021 (2021/2022 Catalog)

Subject Area: (prefix)

CHDV - Child Development

Catalog Number: (course number)

150

Course ID: (For administrative use only.)

108321

Units:

3

Changes to a course's units impact any related programs. As a result, a corresponding change must also be submitted for those programs

In what term(s) will this course typically be offered?

Fall, Spring, Summer

Does this course require a room for its final exam?

Yes, final exam requires a room

Does this course replace an existing experimental course?

No

This course complies with the credit hour policy:

Yes

Justification for course proposal:

Based on our last program review, the CHDV major is restructuring. Part of this restructuring includes evaluation of each required course, and modifying the course description and objectives to better align with the Program Learning Outcomes. Therefore, adjustments and improvements have been made to this course in order to align with the program restructuring. Changes include: 1) increase units from 2 to 3 because the lab portion of the course (CHDV 150B) is being deleted. This will permit the course to better cover the content required to adequately meet learning outcomes for this course. 2) Revise the course description to better reflect added content, aligning the course better with current research. 3) Revise learning outcomes to reflect these changes and add learning outcomes to reflect added content (e.g., allow for students to consider quality materials that support literacy and social justice such as anti-bias curriculum and the inclusion of diverse books in literacy instruction, cultural elements such as the influence of socioeconomic status). 4) Update assessments to reflect these changes.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

This course will present theories and research regarding literacy development in monolingual and bilingual children. Students will investigate emergent literacy and literacy development of young children from birth to eight, including developmental progressions and the science-based evidence related to foundational language and literacy knowledge. Other focal points will include associations with literacy and home-school connections, cultural influences (socioeconomic status, linguistic, etc.), social and linguistic justice, observation and assessment, theory to practice, and developmental strategies for supporting and understanding literacy development.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

Yes

Prerequisite:

CHDV 123 or CHDV 133. CHDV 123 or CHDV 133 may be taken concurrently.

Prerequisites Enforced at Registration?

Yes

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Lecture

Lecture Classification

CS#02 - Lecture/Discussion (K-factor=1WTU per unit)

Lecture Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes: Describe outcomes using the following format: 'Students will be able to: 1), 2), etc.'

As a result of taking the class, students will be able to:

1. Recognize and compare science-based components of language, emergent literacy, and literacy development (oral language, phonemic awareness, phonics, alphabetic principle, fluency, vocabulary, comprehension).
2. Examine and apply definitions of literacy and developmental trajectories and their implications for instruction and reading difficulties.
3. Describe emergent literacy-related concepts and perspectives pertaining to early literacy learning.
4. Summarize and explain brain function and its influence on language and literacy development in monolingual and bilingual children.
5. Examine and describe literacy through a social and linguistic justice lens, and demonstrate ways to integrate children's cultural, linguistic, and socioeconomic backgrounds into meaningful literacy experiences.
6. Explain home-school dynamics regarding literacy beliefs.
7. Use a strengths-based approach to develop strategies that foster a home/school literacy partnership.
8. Analyze and evaluate quality and culturally relevant instruction materials, methods, and assessments for supporting literacy development.

Attach a list of the required/recommended course readings and activities:

FINAL CHDV 150 Syllabus_9_9_2020.pdf

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above.

Class Activities and Participation (LOs 1-8)

Quizzes/Exams (LOs 1-8)

Reflections (LOs 1-8)

Emergent Literacy Assessment and Lesson Plan (LOs 1-7)

Family Literacy Workshop (LOs 5, 6, 7)

Is this course required in a degree program (major, minor, graduate degree, certificate?)

Yes

Has a corresponding Program Change been submitted to Workflow?

No

Identify the program(s) in which this course is required:

Programs:

Certificate in Subject Matter for Elementary Teachers

BA in Child and Adolescent Development (Educational Contexts)

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Undergraduate Learning Goals:

Competence in the disciplines

Knowledge of human cultures and the physical and natural world

Intellectual and practical skills

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

Yes

For the Council for the Preparation of School Personnel (to be filled out with assistance of your department chair):

Does this course change impact your department's currently written Program Standards Document?

No

Common Standards: In what way does this course or program change impact the currently written Common Standards document? Please include any suggested language changes:

None.

Is this change in response to program or unit assessment activities?

No

Will this course introduce any new or changes to program assessments?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

No

Key: 623