CHAD 150: LITERACY DEVELOPMENT FOR MONOLINGUAL AND MULTILINGUAL CHILDREN

In Workflow

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Approval Path

1. Tue, 04 Oct 2022 03:35:58 GMT
   Sue Hobbs (sue.hobbs): Approved for UGSE Chair
2. Thu, 13 Oct 2022 23:29:28 GMT
   Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Fri, 14 Oct 2022 22:12:12 GMT
   Deidre Sessoms (dsessoms): Approved for ED Dean

History

1. Apr 21, 2021 by JaNay Brown-Wood (j.brown-wood)
2. Jun 9, 2022 by 302822325

Date Submitted: Mon, 03 Oct 2022 04:23:06 GMT

Viewing: CHAD 150 : Literacy Development for Monolingual and Multilingual Children

Formerly known as: CHDV 150A

Last approved: Thu, 09 Jun 2022 14:01:01 GMT

Last edit: Thu, 13 Oct 2022 23:29:25 GMT

Changes proposed by: Amber Gonzalez (216349602)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Amber Gonzalez	amber.gonzalez@csus.edu	916-278-6117

Catalog Title:
Literacy Development for Monolingual and Multilingual Children

Class Schedule Title:
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 2023 (2023/2024 Catalog)

Subject Area: (prefix)
CHAD - Child and Adolescent Development

Catalog Number: (course number)

150

Course ID: (For administrative use only.)

203585

Units:

3

Is the only purpose of this change to update the term typically offered or the enforcement of existing requisites at registration?

No

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

Fall, Spring

Does this course require a room for its final exam?

Yes, final exam requires a room

This course complies with the credit hour policy:

Yes

Justification for course proposal:

The Child and Adolescent Development Program faculty have recently made significant changes to its CHAD BA program, effective Fall 2021. As part of the revision process, program outcomes, course description, and some lower and upper division courses were reviewed and revised. We are continuing the process of reviewing the remaining courses that focus on early child education and propose these changes to better align them with new program outcomes and antiracist principles. Additionally, we have aligned our course descriptions, LOs, and signature assignments with the Professional Standards and Competencies for Early Childhood Educators set for by the National Association for the Education of Young Children (NAEYC) and Teaching Performance Expectations (TPEs) competencies that are being updated within the field of Early Childhood Education through the state of California.

This course will meet TPE 4.

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

Students will investigate emergent literacy and literacy development of monolingual and multilingual 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

Is this course designated as Curricular Community Engaged 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:

CHAD 123

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 and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Identify and compare science-based components of language, emergent literacy, and literacy development (oral language, phonemic awareness, phonics, alphabetic principle, fluency, vocabulary, comprehension).	Examinations and quizzes Book analyses Literacy/Observation paper
2	Identify theories, principles, and practices for the comprehensive language of young first and dual language learners.	Examinations and quizzes Research case study Literacy/Observation paper
3	Examine and apply definitions of literacy and developmental trajectories and their implications for instruction and reading difficulties.	Book analyses Research case study Literacy/Observation paper
4	Summarize and explain brain function and its influence on language and literacy development in monolingual and bilingual children.	Research case study Literacy/Observation paper
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.	Examinations and quizzes Book analyses Literacy/Observation paper
6	Identify how learning experiences would be adapted to address children's first, second, and dual language acquisition and development.	Examinations and quizzes
7	Use a strengths-based approach to develop strategies that foster and support dual language learners and a home/school literacy partnership.	Examinations and quizzes Literacy/Observation paper

8	Create quality and culturally relevant instruction materials, methods, and assessments for supporting literacy development.	Book analyses Research case study

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:
Multiple Subject Matter Waiver
BA in Child and Adolescent Development (Educational Contexts: Elementary Pre-Credential)

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)?
No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?
No

Key: 623