

COURSE OUTLINE

**Child Development 215  
Emergent Literacy in Early Childhood**

**I. Catalog Statement**

Child Development 215 provides specialization in young children's strategies and activities for developing language and emerging literacy, birth through age eight. Emphases are placed on the study of oral language development and play related to early literacy. The course is designed to demonstrate a framework for considering the developing young child in relation to cultural, social, and family environments. Topics include: dialogic reading, early literacy, second language learning, play and literacy, family literacy, and becoming a conversationalist with children.

Units – 3.0

Lecture Hours – 3.0

Prerequisite: Child Development 140 and Child Development 150 (may be taken concurrently).

Note: CHLDV 200, 201, 202, and 215 combined: maximum credit, 3 units.

**II. Course Entry Expectations**

Skill Level Ranges: Reading 5; Writing 5; Listening/Speaking 5; Mathematics 4.

Prior to enrolling in the course, the student should be able to:

1. identify the developmental stages and abilities of the young child necessary for adults to develop and evaluate appropriate curriculum;
2. define curriculum, and demonstrate how it is developed and the techniques used to make the most effective use of personnel, time, space, equipment, and materials;
3. develop the ability to foster the child's development through the preparation of an environment which encourages creativity, as well as fostering self-esteem;
4. prepare, implement, and evaluate curricular experiences that enhance creativity, as well as aesthetic and multicultural sensitivity;
5. use specific skills and techniques for promoting creative development through a variety of curricular areas;
6. observe, assess, plan, implement, and evaluate curriculum experiences that enhance creativity and foster self-esteem.

### **III. Course Exit Standards**

Upon successful completion of the required course work, the student will be able to:

1. 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;
2. plan and demonstrate developmentally appropriate language and early literacy curriculum and teaching strategies for children;
3. describe the characteristics, teaching strategies, and stages of second language acquisition in the development of children;
4. 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;
5. explain the parent-teacher partnership that affects language learning and identify ways that parents strengthen a child's language growth.

### **IV. Course Content**

A. Introduction to literacy	4 hours
B. Assessment and developmental continuum	5 hours
C. Curriculum, teaching and learning environments	7 hours
D. Oral language development	5 hours
E. Literacy enhanced play	7 hours
F. Reading	5 hours
G. Writing	5 hours
H. English language code	5 hours
I. The bilingual child	5 hours

### **V. Methods of Presentation**

The following instructional methodologies may be used in the course:

1. lectures/demonstrations;
2. observations;
3. media;
4. web-enhanced, hybrid, or online.

### **VI. Assignment and Method of Evaluation**

1. Oral presentations.
2. Second language acquisition project.
3. Literacy curriculum project.
4. Quizzes and examinations.

**VII. Textbooks**

Machado, J. Early Childhood Experiences in Language Arts. 8<sup>th</sup> ed.  
New York: Delmar Publishers, Inc. 1990.  
10<sup>th</sup> Grade Textbook Reading Level    ISBN-10: 1418000264

Tabor, P. One Child, Two Languages.  
New York: Brookes Publishing Company. 1997.  
10<sup>th</sup> Grade Textbook Reading Level    ISBN-10: 155766272X