ECS 3600-01

Emergent Literacy in First and Second Language Acquisition

Spring 2024, Hybrid Asynchronous

INSTRUCTOR INFORMATION

Name: Soon Young Jang

Please call me Dr. Jang

Class Date and Time: Monday (1:00-2:15 PM)

Class Location: Building 6, Room 211

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Phone: 909-869-4478

Office Hours: Monday (11:45 AM-12:45 PM, 2:30-3:30 PM—In-person) & Tuesday (11:00-1:00 PM—Virtual: https://cpp.zoom.us/j/87839987958)

Office Location: Building 6, Room 101

This courage to listen … is a sort of interior listening and reflection. Listening means being open to differences, recognizing the value of another's point of view and interpretation. Thus, listening becomes not only a pedagogical strategy but also a way of thinking and looking at the others … "I hope to be different when I leave, not necessarily because I agree with you but because your thoughts caused me to think differently" (Rinaldi, 2004, p. 3)

Communicating with Your Professor

I welcome your questions, concerns, and conversations! Please reach out.

- **Face-to-face office hours for you:** If you need to meet with me, you are welcome to schedule office hours on Monday (11:45 AM-12:45 PM, 2:30-3:30 PM) in my office (Building 6 Room 211) for in-person meetings. You are also welcome to stop by my office during scheduled office hours. However, if I am already meeting with another student, I may not be available to meet with you.
- **Zoom office hours for you:** Alternatively, you may schedule a virtual meeting with me via Zoom. Upon logging in to the Zoom meeting, you may be placed in a Zoom waiting room until you are let in if there is a person before you.
- **Email:** You may also connect with me via CPP email messages or Canvas messages. I will respond within 48 hours Monday through Friday. Please feel free to resend your message in case I missed your message or did not receive it. I will post an announcement alerting you if I will be unavailable for longer periods.

Early Childhood Studies Mission Statement

The Early Childhood Studies (ECS) program provides students with the knowledge and skills needed to make a positive difference in the lives of children from prenatal to age eight and their families. We are dedicated to fostering a student-centered, active learning environment where students take theory into practice using a social justice lens that values inclusivity and diversity and advocates for ethnic/racial, gendered, and other underrepresented individuals in society.

Course Information

Catalog Description

Explore theories and pedagogical practices on language and literacy development that support racially, culturally, and linguistically diverse children (birth-age 8). Topics include different language skill areas (reading, writing, speaking, and listening), language components (pragmatics, semantics, syntax, and graphophonics), and children's literature. The funds of knowledge of children and families will be incorporated when creating learning environment, activities, and assessments to best support children's language and literacy development.

Prerequisites

C or better in ECS 1000 and ECS 3400, or consent from the department

Course Learning Objectives

1. Describe theories, current trends, and historical perspectives in language and literacy development.
2. Develop ways to optimize family and community engagement by valuing diverse home language and literacy practices.
3. Describe language and literacy development of monolingual and multilingual children in various areas of language components (pragmatics, semantics, syntax, graphophonics) considering children's diverse abilities and funds of knowledge.
4. Implement developmentally appropriate language and literacy activities that support racially, culturally, linguistically, and ethnically diverse children.
5. Design racially, culturally, and linguistically responsive learning environments that foster children's language and literacy development.
6. Analyze how literature from various genres and media convey messages about diverse races, cultures, and languages by exploring your own identities.
7. Evaluate various types of assessments on children's language and literacy development.

Course Structure: Hybrid Asynchronous

- In-person: Mondays (1:00-2:15 PM)

- Asynchronous: Course readings and videos, Canvas discussions

Course Materials

Required Materials



Title: *Early Childhood Language Arts* (6th ed.).
Author: Mary Renck Jalongo
Year: 2014
Edition: 6th ed.
Publisher: Pearson
ISBN: ISBN 10: 0-13-335844-5

The required textbooks/course materials for this class are automatically provided to all enrolled students as part of Bronco Bookstore's "**Instant Access Complete**" (IAC) Program. This program delivers students **all** their course materials for **all** their courses by the first day of classes for one flat fee of $250. Learn more about the program at Bronco Bookstore's FAQ page here:
https://www.broncobookstore.com/instant-access-complete.asp?
Most materials are provided digitally via your **Canvas account – look for the 'Instant Access Complete' navigation tab in the navigation menu on the left side of the screen**.

Because course materials are provided via Instant Access Complete, you DO NOT need to buy a book or access code separately from the bookstore, publisher, or any other source. "

The bookstore automatically emails you detailed information regarding the program – please make sure you open any messages from "**Cal Poly Pomona Bookstore <no-reply@verbasoftware.com."** You may need to check your Junk folder.

For support or to ask questions about the program, contact the bookstore by email at **FDNIA@CPP.EDU**. It is helpful to include your Bronco ID# and screenshots of any issues.

Opting Out of Instant Access Complete

You may opt out of the Instant Access Complete program at any point up to the deadline (the end of the drop/add period) if you want to acquire all your materials by other means. However, this will opt you out of receiving all your required materials, not just the materials for this course, so think carefully before deciding.

To opt out, click on the 'Want to Opt Out' button on your course materials page in Canvas.

If you opt out, you can still access your digital materials through the last day to opt out/in. But after that deadline passes you will give up access to these materials through Canvas. You are then responsible for obtaining the materials you need on your own.

Once you opt out, the IAC e-books charge is automatically reversed on your student account the following business day. If you made a payment on that charge already it will be refunded to your

payment method after the end of drop/add. “

Optional Materials

Additional materials (readings and videos) will be provided on Canvas.

Students’ Obligations

Technical Requirements: Hardware and Software

To participate successfully in this course, you MUST have ample access to a computer and internet. Additional hardware may be necessary to succeed in this course (e.g., microphone, speaker, web camera, headphones, hot spot, etc.). Please visit the CPP University Library to learn more about the Tech Lending Program.

You will need to have an up-to-date web browser, operating system, and some additional software on your computer to succeed in this class. Visit the ITS Student Services page for software information. Some of the documents in this course will be available to you in PDF (Portable Document Format) form. Please download and install Adobe Acrobat Reader software on your computer to read PDFs, if you have not already done so.

Technical Skills

You are expected to have basic computer knowledge and skills including, but not limited to:

- Using email and attachments
- Downloading, editing, saving, and submitting files
- Copying and pasting
- Downloading and installing software
- Navigating and using Canvas

Technology Privacy and Security

- Online privacy notice
- University library privacy policy

Student Resources

If you are having trouble understanding course materials, it is your responsibility to seek help by contacting me or using university academic services, such as those listed below.

- Broncos Care Basic Needs: Our campus has a wide variety of resources to help students facing food and housing insecurity, as well as other basic needs concerns.
- Student Health and Wellbeing: Your overall well-being is important for you to be successful. This website leads you to many student services including Counseling, Health Services, the Survivor Advocacy, and the Bronco Wellness Center.

- Centers for Transformation, Retention, Equity and Empowerment (TREE) (formerly Office of Student Life and Cultural Centers): Explore a variety of cultural centers, resources, and events that will help you connect with others at CPP.
- Disability Resource Center: Explore resources that can help you obtain equal access and educational accommodations.
- Veterans Resource Center: Explore various veteran resources offered at CPP.

- Information Technology & Institutional Planning: Student resources for technical support (including zoom and other software support)
- Learning Resource Center: For academic skills coaching, subject tutoring, supplemental instruction, and the writing center.
- Parenting Student Support Services: Explore on and off-campus resources for you and your children. The Early Childhood Studies Department is also a family-friendly department that strives to create a welcoming environment for CPP parenting students. See our course policy on parenting students.

What you can expect from me

- I recognize each student brings rich life experiences to our learning environment that comes from their cultural, linguistic, ethnic, and racial backgrounds. I am committed to creating an inclusive learning environment in which everyone's voice is heard.
- I am committed to making our learning environment well-organized, interesting, and relevant with meaningful assignments that will benefit you (preservice early childhood professional) and our early childhood education communities.
- I will take suggestions for improving the learning environment seriously. I will do my best to grade your work fairly and in a timely fashion.

What you can give this class

- Attend class. Come on time.
- Read and watch course materials weekly and be prepared to share and discuss in class. • Be present and open to others' viewpoints. Diversity is what makes our learning richer and more meaningful.

Classroom Etiquette and Netiquette

Netiquette refers to the behavior that you are expected to follow when communicating online. It covers both common courtesy in an online environment and the informal ground "rules" for navigating in cyberspace. Etiquette is a collection of behaviors that help create a safe and cordial space for the sharing of ideas. For this course, you are asked to follow these basic guidelines:

- When writing an email to me, including the class name and section, along with a description, in the subject line. For example, **ECS 3600.01** RE: **Translanguaging Assignment.**
- Use a signature with your full name at the end of your emails.
- I know it is tempting but try to avoid sending angry messages, known as "flaming." • Be sensitive

to all cultural and linguistic backgrounds, as well as different political and religious beliefs.
- Respect different views and opinions. Personal attacks will not be tolerated and will be called out.

You can read more about the rules of netiquette at Netiquette Guidelines and Netiquette: Ground Rules for Online Discussions

Here is a guide:

- Be aware of your tone and avoid sentences typed in all caps – it implies online "screaming" or "shouting."
- Avoid sending angry messages known as "flaming."
- Avoid using offensive language.
- Be sensitive to those with cultural and/or linguistic backgrounds, as well as different political and religious beliefs.
- Respect different views and opinions.
- Provide constructive feedback and use good judgement when composing responses to your classmates and professor.
- Use good grammar and spelling. Consider writing your discussion posts, assignments, and online correspondence in a text editor to check for spelling and grammar before posting it into an online submission prompt.

University Policies

Mandated Reporting

I am a mandated reporter. Please be aware that any information you choose to disclose to me (or in the classroom where we might overhear) about abuse, neglect, or sexual assault I must report. We want our students to feel safe coming to us with issues they are having while also being transparent about our ethical and legal responsibilities as a mandated reporter. Keep in mind I can also always support you in finding resources and others who can be completely confidential should you wish to talk about a trauma or crisis without reporting it to the criminal justice system. You do not have to tell me about your trauma, but that there is trauma, for me to help.

Academic Integrity

The University is committed to maintaining academic integrity throughout the university community. Academic dishonesty is a serious offense that can diminish the quality of scholarship, the academic environment, the academic reputation, and the quality of a Cal Poly Pomona degree. Plagiarism is a very serious issue and thus all incidents of plagiarism will be reported to the Office of Judicial Affairs. Familiarize yourself with the types of plagiarism and the ways to Avoid Plagiarism.

If plagiarism is suspected, we will contact you for a meeting to discuss my concerns and a recompense will be decided together. This could be a report on how to avoid plagiarism in the future, a failing grade on an assignment, or an alternative assignment. Please see CPP's Academic Integrity Policy and Student

Conduct Code for more information.

Integrity and ethical behavior are central to a positive professional identity. I understand that pressure can be severe for students, and it is tempting to take shortcuts. However, do not make academic dishonesty one of those shortcuts. Instead, talk to me and let us figure out what resources and support you need to succeed.

Policy and Proper Use of Artificial Intelligence (AI)

You are welcome to use different forms of AI to augment your learning, not to replace it. It is important that you use AI responsibly and ethically. There are AI-based writing assistants (e.g., Grammarly, MS

Editor, Google Translate, etc.) and generative AI or GenAI (e.g., Grammarly generative AI features or GrammarlyGo, ChatGPT, Iris.ai, SciSummary, DALL-E 2, etc.)

If you do use GenAI, you must cite the source of the information in a footnote or reference page on your assignment. However, you must also be aware of some of the downsides of using GenAI. Here are some tips for properly using AI:

1. **Be aware** of the potential risks of AI. AI can be used to spread misinformation and discriminate against certain groups of people. It is important to be aware of these risks and to use AI in a way that minimizes them.
    a. AI does not "think" and therefore may not be 100% accurate. It crowdsources information from multiple human repositories of information. Therefore, information may be biased, outdated, made up, and just plain out of step with the current scientific community. Critically evaluate the accuracy, reliability, and bias of AI-generated content.
2. **Be transparent** about your use of AI. If you are using AI to help you with your assignments, be sure to let your instructor know. This will help to ensure that your work is original and **that you are not plagiarizing**.
3. Use AI to **augment your learning, not replace it**. AI can be a valuable tool for learning, but it is not a substitute for human knowledge and understanding. Use AI to help you learn new things (e.g., correct grammar, how to write, new vocabulary, etc.) but be sure to do your research and analysis as well.
    a. You will still need skills to get through life (outside of GenAI). Seriously consider which skills you will need (e.g., critical thinking, creativity, personal communication) once you enter the work force or graduate school. You are paying good money to attend college; Are you getting these skills when you rely upon GenAI?
4. You will also use AI tools such as Turnitin or Grammarly to **empower you to do your best, original work**. Turnitin may detect papers produced by GenAI. If there is detection, I will decide how best to support you in navigating how to correctly and properly use GenAI to your benefit, rather than a means to surveil you. I also understand results from Turnitin may be false positives or false negatives and will respond through scaffolding to support your learning.

Attendance, Assignments, and Grading Policy

Attendance & Grace Day (20%)

Students are expected to attend every week and come in prepared to actively participate in class discussions and activities and in Socratic seminars.

When you miss class, you are expected to inform me about your absence before or shortly after your absence. **You will need to write a 2-page (double-spaced) summary on the materials of the day you missed and send it to me via email**. Please know you will have one grace day (e.g., for your sickness, family emergency, etc.), which allows you to miss one day of class without a make-up summary (you will be credited with full points for one missed class at the end of the semester – no exceptions). Note: If you are absent, you will initially receive zero points for your participation. Once I receive your summary, I will modify your participation points.

Socratic Seminar (10%):

You will be responsible for leading the class as a small group for one week this semester. Please write your name for the week you would like to lead on the sign up sheet. For your Socratic seminar, you will create PowerPoint slides that include the following:

1. Summary of key points from the materials (readings and/or videos) from your assigned week 2. What stood out for you from these materials (try to connect with your own lived experiences – as a student, teacher, mother, etc.)
3. 3-4 Questions you would like your class to discuss as small groups

Please plan for about 15 min-long presentation and 10 min discussions (about 25 mins total). A well planned and structured seminar is essential for active learning and engagement. During your seminar, demonstrate your good knowledge of the reading(s) by elaborating on various key points rather than mainly reading off slides. Submit your PowerPoint slides the day before your Socratic seminar presentation (one person can submit for the group) and submit your Socratic Seminar Self-Assessment form individually shortly after your presentation.

Discussion Board/Discussions (20%):

The purpose of using the discussion board is for you to reflect on weekly course materials (readings and videos) and to better understand how to support young children's language and literacy development and learning. Another goal is for every student to come to class prepared to share and discuss. Each week, you will have a choice on the discussion prompt you wish to answer. Please choose 1 prompt and fully answer the prompt rather than choosing several with less in-depth answers (as one prompt has several questions you need to answer). You will also be required to respond to 2 peers. Your initial post is due on Sundays and your responses are due on Thursdays (before class). Please see Canvas for details (see the rubric to ensure you are meeting all the expectations for this weekly assignment).

Translanguaging Project (50% of total):

The purpose of the Translanguaging Project is for you to use your full linguistic repertoire with your peers to develop bilingual books, songs/chants, and conduct bilingual story time activities that will support young children's bilingual and biliteracy development and learning. This assignment has six components: 1) create a bilingual book online; 2) create a bilingual book using PowerPoint slides; 3) create a bilingual song or chant with movements; 4) choose a literacy strategy, and plan and implement an activity using your chosen strategy to class; 5) plan and conduct library bilingual story time; and 6) write a final reflection. You will be working with same partners for Assignment #2-5 so you can delve deeper into this project through continuous collaboration.

Please see the Translanguaging Project Assignment and Rubric uploaded on Canvas for details.

Grading Scale

Percentage	Letter Grade	Percentage	Letter Grade	Percentage	Letter Grade	Percentage	Letter Grade
94 – 100	A	88 – 89	B+	78 – 79	C+	68 – 69	D+
90 – 93	A-	84 – 87	B	74 – 77	C	64 – 67	D
		80 – 83	B-	70 – 73	C-	60 – 63	D

Grading Criteria

Activity	Percentage	Late Policy	Turn In
Attendance	20%	See the details above	
Socratic Seminar	10%	N/A	Submit your PowerPoint slides the day before your Socratic seminar presentation and submit your Socratic Seminar Self-Assessment form individually shortly after your presentation (both via Canvas).

Discussion Board	20%	5% deduction daily after the due date	Each week, initial posts are due on Friday and responses to peers are due on Monday before class.
Translanguaging Project Assignment	50%	5% deduction daily after the due date	1) Online Bilingual Book (Due on Saturday, Feb 3) 2) Bilingual Book (Due on Saturday, Feb 17) 3) Bilingual Song or Chant with movements (Due on Saturday, March 2) 4) Literacy Strategy Sharing (Presentation on March 25) 5) CPP Library Bilingual Story Time (Week 11-14) 6) Final Reflection (Due on Sunday, May 12)

Course Calendar

Week	Course Learning Objectives (CLOs)	Before Class	Translanguaging Project
1 1/22	• Review the course syllabus • Get to know each other	• Review the syllabus and assignment details **Discussion Posts:** Post your favorite children's book and answer the prompt (no peer reply needed for this week)	**In-class activities**: Language charts

2 1/29	**CLO #2** Develop ways to optimize family and community engagement by valuing diverse home language and literacy practices.	**Read**: Chapter 1, *Appreciating Diversity and Educating the Young Language Learner* **Read:** Language Arts Lessons: Committing to Culturally Relevant Literacy Teaching as an Everyday Practice: It's Critical! **Discussion Posts**: Make a post and respond to 2 peers	Assignment Due (Feb 3): Online Bilingual Book
3 2/5	**CLO #2** Develop ways to optimize family and community engagement by valuing diverse home language and literacy practices. **CLO #5** Design racially, culturally, and linguistically responsive learning environments that foster children's language and literacy development.	**Read**: Chapter 2, *Optimizing Every Child's Language Growth through Family Literacy* **Read:** Translanguaging and Early Childhood Education in the USA: Insights from the CUNY-NYSIEB Project (book chapter: p. 23-39) **Discussion Posts**: Make a post and respond to 2 peers	
4 2/12	**CLO #1** Describe theories, current trends, and historical perspectives in language and literacy development. **CLO #3** Describe language and literacy development of monolingual and multilingual children in various areas of language components (pragmatics, semantics, syntax, graphophonics) considering children's diverse abilities and	**Read**: Chapter 3, *Understanding Language Development in Early Childhood* **Watch:** The Stages of Second Language Acquisition **Discussion Posts**: Make a post and respond to 2 peers	Assignment Due (Feb 17): Bilingual Book (with your Read Aloud)

	funds of knowledge.		
5 2/19	**CLO #3** Describe language and literacy development of monolingual and multilingual children in various areas of language components (pragmatics, semantics, syntax, graphophonics) considering children's diverse abilities and funds of knowledge. **CLO #5** Design racially, culturally, and linguistically responsive learning environments that foster children's language and literacy development.	**Read**: Chapter 4, *Helping Young Children Become Better Listeners* **Read:** Dual Language Learners: Capacities and Influences on Language Development (Ch. 4: p. 107-121, The universal capacity for dual language learning) **Discussion Posts**: Make a post and respond to 2 peers	
6 2/26	**CLO #3** Describe language and literacy development of monolingual and multilingual children in various areas of language components (pragmatics, semantics, syntax, graphophonics) considering children's diverse abilities and funds of knowledge. **CLO #5** Design racially, culturally, and linguistically responsive learning environments that foster children's	**Read**: Chapter 5, *Supporting the Speaking Abilities of the Very Young* **Watch:** Complex Oral Language **Read:** Dual Language Learners: Capacities and Influences on Language Development (Ch. 4: p. 121-148, Influences on dual language learning) **Discussion Posts**: Make a post and respond to 2 peers	Assignment Due (March 2): Bilingual Song or Chant with Movements

	language and literacy development.		
7 3/4	**CLO #6** Analyze how literature from various genres and media convey messages about diverse races, cultures, and languages by exploring your own identities.	**Read**: Chapter 6, *Using Narrative and Expository Texts to Foster Growth in Literacy* **Watch:** Vivian Paley's Storytelling **Watch:** Engaging with Text & Narrative **Discussion Posts**: Make a post and respond to 2 peers	

8 3/11	**CLO #3** Describe language and literacy development of monolingual and multilingual children in various areas of language components (pragmatics, semantics, syntax, graphophonics) considering children's diverse abilities and funds of knowledge. **CLO #5** Design racially, culturally, and linguistically responsive learning environments that foster children's language and literacy development.	**Read**: Chapter 7, *Fostering Growth in Emergent Literacy* **Read:** Translanguaging in Inclusive Classrooms Learning with Children and Families **Watch:** Dialogic Reading **Discussion Posts**: Make a post and respond to 2 peers	

9 3/18	**CLO #2** Develop ways to optimize family and community engagement by valuing diverse home language and literacy practices. **CLO #4** Implement developmentally appropriate language and literacy activities that support racially, culturally, linguistically, and ethnically diverse children. **CLO #5** Design racially, culturally, and linguistically responsive learning environments that foster children's language and literacy development.	**Read**: Chapter 8, *Supporting Early and Independent Reading* **Watch:** Segmenting and Blending **Watch:** Alphabetic Principal: Phonics and decoding **Watch:** Choral Reading **Discussion Posts**: Make a post and respond to 2 peers	
10 3/25	**CLO #4** Implement developmentally appropriate language and literacy activities that support racially, culturally, linguistically, and ethnically diverse	Literacy Strategy Sharing Presentations (3 mins for each presentation)	

	children.		
11 4/1	**Spring Instruction Break**		CPP Library Bilingual Story Time

12 4/8	**CLO #4** Implement developmentally appropriate language and literacy activities that support racially, culturally, linguistically, and ethnically diverse children. **CLO #5** Design racially, culturally, and linguistically responsive learning environments that foster children's language and literacy development. **CLO # 6** Analyze how literature from various genres and media convey messages about diverse races, cultures, and languages by exploring your own identities.	**Read**: Chapter 9, *Leading Young Children to Literature* **Read:** Critical Literacy and Social Justice **Watch**: Can A Children's Book Change the World? **Discussion Posts**: Make a post and respond to 2 peers	CPP Library Bilingual Story Time
13 4/15	**CLO #3** Describe language and literacy development of monolingual and multilingual children in various areas of language components (pragmatics, semantics, syntax, graphophonics) considering children's diverse abilities and funds of knowledge. **CLO #4** Implement developmentally appropriate language and literacy activities that support racially, culturally, linguistically, and ethnically diverse	**Read**: Chapter 10, *Drawing and Writing to Communicate* **Read (optional):** Actively Engaging with Stories Through Drama: Portraits of Two Young Readers **Watch:** Parts of speech and function **Watch:** Simple, Compound, Complex Sentences | Learning English **Discussion Posts**: Make a post and respond to 2 peers	CPP Library Bilingual Story Time

	children.		

14 4/22	**CLO #2** Develop ways to optimize family and community engagement by valuing diverse home language and literacy practices. **CLO #4** Implement developmentally appropriate language and literacy activities that support racially, culturally, linguistically, and ethnically diverse children. **CLO #6** Analyze how literature from various genres and media convey messages about diverse races, cultures, and languages by exploring your own identities.	**Read**: Chapter 11, *Understanding Media Influences and Applying Technology* **Read:** Young Children in the Digital Age: A Parent's Guide **Discussion Posts**: Make a post and respond to 2 peers	CPP Library Bilingual Story Time

15 4/29	**CLO #5** Design racially, culturally, and linguistically responsive learning environments that foster children's language and literacy development.	**Read**: Chapter 12, *Designing and Managing a Language Arts Program* **Read**: Fostering Multiliteracy in a Linguistically Diverse Classroom **Read:** Supporting Emergent Bilingual Children in Early Learning **Watch (optional):** SEAL Preschool Environment & Families **Explore:** Supporting Emergent Bilingual Children in Early Learning: Checklist AND Classroom Labels that Young Children Can Use: Enhancing Biliteracy Development in a Dual Language Classroom **Discussion Posts**: Make a post and respond to 2 peers	CPP Library Bilingual Story Time

16 5/6	**CLO #1** Describe theories, current trends, and historical perspectives in language and literacy development. **CLO #7** Evaluate various types of assessments on children's language and literacy development.	**Read**: Chapter 13, *Documenting Children's Progress in the Language Arts* **Read**: The benefits of multilingualism to the personal and professional development of residents of the US **Discussion Posts**: Make a post and respond to 2 peers	
Finals Week	Submit Final Reflection on Canvas (May 12)		