

1.) DATE: 3/1/2021	2.) COMMUNITY COLLEGE: Maricopa Co. Comm. College District
3.) PROPOSED COURSE: Prefix: EED Number: 225 Title: Language and Literacy in the Context of Culture and Relation Credits: 3 CROSS LISTED WITH: Prefix: Number: ; Prefix: Number: ; Prefix: Number: ; Prefix: Number: ; Prefix: Number: ; Prefix: Number: .	
4.) COMMUNITY COLLEGE INITIATOR: CHRISTIE COLUNGA PHONE: 602-787-7731 EMAIL: christie.colunga@paradisevalley.edu	
ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable) are not eligible for the General Studies Program.	
MANDATORY REVIEW: <input type="checkbox"/> The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area). POLICY: The General Studies Council (GSC) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.	
AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.	
5.) <u>PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA:</u> Core Areas: Select core area... Awareness Areas: Global Awareness (G)	
6.) REQUIRED DOCUMENTATION <input checked="checked" type="checkbox"/> Cover Form <input checked="checked" type="checkbox"/> Course Syllabus <input checked="checked" type="checkbox"/> Course Description <input checked="checked" type="checkbox"/> Criteria Checklist for the area <input checked="checked" type="checkbox"/> Table of Contents from the textbook required and list of required readings/books	
7.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS: <input type="checkbox"/> DEC prefix <input checked="checked" type="checkbox"/> Elective Current General Studies designation(s): Requested Effective date: 2021 Fall Course Equivalency Guide Is this a multi-section course? Yes Is it governed by a common syllabus? Yes	
Chair/Director: Jennifer Peterson, Early Childhood IC Chair	Chair/Director Signature:

AGSC Action: Date action taken: Approved Disapproved

Effective Date: **2021 Fall**

Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: **(1)** in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, **(2)** the study of contemporary non-English language courses that have a significant cultural component, **(3)** comparative cultural studies with an emphasis on non-U.S. areas, and **(4)** in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</p>	<p>This course focuses on the universal human need from birth and ability there after to communicate. Language acquisition and literacy development are universal human experiences influenced by geopolitical conditions.</p> <p>(See details below, course competencies, course outline, and syllabus.)</p> <p>In addition, course resources and experiences have been carefully curated to support a deepening awareness of the role of language and literacy in the context of relationships situated within a global community.</p> <p>The course includes comparison of local (Arizona), national (Head Start and Common Core), and international attitudes and guidelines (Te Whariki, British Columbia Early Years Framework, European Council in Modules 3 and 4.</p> <p>The course includes consulting international resources</p>

			to promote meaningful, linguistically stimulating, and literate environments for the global community in Module 6.
		2. The course must match at least one of the following descriptions: (check all which may apply):	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.	The areas outside the United States studied include Aotearoa/New Zealand, British Columbia, Canada. In depth study of two primary source documents, Te Whariki (2017) and the British Columbia Early Years Framework (2019) specify geopolitical approaches and standards of practice for early childhood educators in terms of reconciliation, communication/Mano Reo, and literacies as for approaches.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	b. The course is a language course for a contemporary non-English language, and has a significant cultural component.	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.	

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."</p>	<p>Language and literacy are the transmitters of cultural values, beliefs, and acceptable ways of interacting with others. Loss of language, or the ability to communicate, interferes with intergenerational transmission of values, beliefs, and acceptable ways of interacting with others. Most significant aspects of deep culture are transmitted through language and literacy. Modules 3, 4, and 5 challenge students to consider the development of and the impact of the loss of languages in both a personal and global context.</p>
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Course Prefix	Number	Title	Designation
EED	225	Language and Literacy in the Context of Culture and Relationship	Global Awareness (G)

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue	SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.	SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.
1 Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	This course directly addresses the difference in attitudes and practices supporting language and literacy in the context of culture and relationships. This course focuses on a universal human experience, the need to communicate in a global context.	See course competencies 5, 6, 7, 8, 9 and 12. See course outline IA, IB5b., IIA. B,C, IIIC, and IVA, B, C. Also refer to attached justification which includes competencies, syllabus, readings and course activities. As the student traces the human experience of language acquisition of literacy from birth through age eight, they are immediately introduced to the sociopolitical conditions that support home language, bilingualism/pluralism, and biliteracy/multiliteracy. Assignments include assessing the aspects of language and literacy that transmit deep culture, the status global endangered languages, as well as state, national, and international policies on language preservation and the conditions need for multilingualism to thrive.(Modules 3 and 4)
2a In depth area studies that are concerned with an examination of culture-specific elements of a region, country, or cultural group. The area or cultural group studied must be non-U.S. and the study must contribute to the understanding of the	In depth look into the national Early Childhood Education curriculum of Aotearoa/New Zealand, Te Whariki, and the Canadian British Columbia Early Years Framework.	See course competencies 6, 7, and 8. Assignment to analyze the practices and policies developed as a result of social, historical, and political contexts, including the Te Tiriti O Waitangi/The Treaty of Waitangi and reconciliation in the British Columbia Early Years Framework. (Modules 3 and 4)

<p>contemporary world.</p>		
<p>2d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue in various cultures outside the U. S, both examining the issue's place within each culture and the effects of that issue on world cultures.</p>	<p>This course compares local, national and international perspectives on language acquisition and literacy. The course requires the development of a collection of world literature. This course uses international sources to investigate the global status of language preservation and loss.</p>	<p>See course competencies 6, 7 and 12 and course outline IV Heritage and Native Languages</p> <p>Module 3 Language's Role in the Transmission of Culture and Language Preservation includes investigative assignments using the Endangered Languages Project Website.</p> <p>Module 5 Theories and Strategies to Promote Language Acquisition and Literacy address the neurological processes of hearing sound and producing speech. Infants are "citizens of the world" ready to learn any language in the context of culture and relationship.</p> <p>Module 6 Creating meaningful linguistically stimulating and literate environments includes the analysis of global digital libraries and the use of global literature to enhance the Common Core recommend fiction and non-fiction titles using the Worlds of Words website.</p>



MARICOPA

COMMUNITY COLLEGES

Language and Literacy in the Context of Culture and Relationships

Course: **EED225** Lecture **3.0** Credit(s) **3.0** Period(s) **3.0** Load
Course Type: **Academic**
First Term: **2020 Fall** Load Formula: **S- Standard**
Final Term: **Current**

Description: Introduces children`s language acquisition and literacy development. Exploration of the relationships among language, literacy, family, culture, and community. Study of educational practices and advocacy opportunities that support language acquisition, literacy development and the preservation of heritage languages.

Requisites: Prerequisites: None.

MCCCD Official Course Competencies

1. Define language acquisition and literacy development. (I)
 2. Describe the continuum of language acquisition and literacy. (I)
 3. Describe applicable strategies associated with different philosophies of learning. (I)
 4. Document from observations childrens` language and emerging literacy development. (I)
 5. Compare traditional and diversity theories of language/dialects and literacy acquisition, including the development of bilingualism and biliteracy and multilingualism and multiliteracy. (II)
 6. Explain global policies and practices developed as a result of the social, historical, and political contexts of language acquisition and literacy development. (II)
 7. Compare local attitudes, policies, and practices to international perspectives. (II, III)
 8. Define the role of families across cultures in supporting language learners. (II, III)
 9. Develop strategies for involving families across cultures in supporting language acquisition and emerging literacy in young children. (II, III)
 10. Apply best practices of an adopted philosophy to promote language acquisition and emerging literacy, including the development of bilingualism and biliteracy and multilingualism and multiliteracy. (I-IV)
 11. Create environments and curricula to effectively support language acquisition and literacy development, including bilingualism/biliteracy and multilingualism/multiliteracy. (I-IV)
 12. Select appropriate world literature for diverse learners with attention to individual, cultural, and linguistic variations among children. (I-IV)
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MCCCD Official Course Outline

- I. Language/literacy acquisition and development
 - A. Neuroscience and the acquisition of language and literacy
 - B. Development of language and literacy
 1. Basic interpersonal communication
 2. Cognitive academic language proficiency
 3. Infant toddler
 - a. Receptive language
 - b. Expressive language
 - c. Communication skills and knowledge
 - d. Interest in pictures and print
 4. Preschool (3-5)
 - a. Language use and conventions
 - b. Vocabulary
 - c. Grammar
 - d. Print concepts
 - e. Phonological awareness
 - f. Alphabetic principle
 - g. Print recognition
 - h. Comprehension
 - i. Literacy interest
 - j. Writing strategies
 5. Early Years (6-8)
 - a. Identification of state standards for language and literacy acquisition and proficiency
 - b. Comparison of local standards to international standards and guidelines for language and literacy acquisition
 - C. Planning to create meaningful, linguistically stimulating, and literate environments
 1. Supporting development of key predictive skills
 - a. Oral language development
 - 1) Phonological awareness
 - 2) Listening comprehension
 - 3) Vocabulary
 - 4) Verbal expression
 - 5) Grammar
 - b. Alphabetic principle in relation with phonological awareness
 - 1) Alliteration
 - 2) Rhyme
 - 3) Sentence segmentation
 - 4) Syllables
 - 5) Onset
 - 6) Rime
 - 7) Phonemes
 2. Strategies
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- a. Songs
 - b. Rhymes
 - c. Fingerplays
 - d. Puppets
 - e. Role play-dramatizations
 - f. Stories
 - g. Poetry
 - h. Chants
 - i. Interactive read alouds
 - j. Flannel boards
 - k. Dialogic reading
 - l. Technology
3. Literacy rich environments
- II. Language socialization in school and communities across cultures
- A. Language-s role in the transmission of culture
 - B. The historical and current role of the oral tradition
 - C. Individual and Societal Attitudes
 - D. Analyzing linguistic bias
 - E. Identifying family and community funds of knowledge
 - F. Engaging in respectful, reciprocal relationships with families
- III. Bilingualism/biliteracy and multilingualism/multiliteracy
- A. Current research
 - B. Current local, state, and national laws
 - C. Teaching approaches and strategies
- IV. Heritage and native languages
- A. Collapse of languages and global influence and relationships
 - B. Impact of the loss of shared language on family structure/relationships
 - C. Recovering language and preservation of language
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MCCCD Governing Board Approval Date: **December 10, 2019**

All information published is subject to change without notice. Every effort has been made to ensure the accuracy of information presented, but based on the dynamic nature of the curricular process, course and program information is subject to change in order to reflect the most current information available.

Paradise Valley Community College/Division of Social Science

**EED225 36216 Language and Literacy in the Context of Culture and Relationship
Spring 2021**

Faculty: Christie Colunga

Phone: 602-787-7731

e-mail: christie.colunga@paradisevalley.edu

Office Hours: by appointment, phone, or e-mail

Faculty: Kelly Fenderson-Gonzales

e-mail: kelly.fenderson-gonzales@paradisevalley.edu

Office Hours-Virtually from 7:15-7:45 p.m. Thursdays. All others by appointment or email.

Class Day and Time:

All Online-January 25, 2021- April 25, 2021

Text

González, N. (2001). *I Am My Language*. Tucson, Arizona. The University of Arizona Press

Supplemental materials:

Arizona Department of Education. (2017) *Program Guidelines for High Quality Early Childhood: Birth Through Kindergarten* <https://www.azed.gov/sites/default/files/2017/01/program-guidelines-complete.pdf?id=5879561caadebe0c98a80509>

European Commission. (2019). *Council Recommendation on a comprehensive approach to the teaching and learning of languages*. https://ec.europa.eu/education/education-in-the-eu/council-recommendation-improving-teaching-and-learning-languages_en

Government of British Columbia, Canada. (2019). *British Columbia Early Years Framework*. <https://www2.gov.bc.ca/gov/content/education-training/early-learning/teach/early-learning-framework>

Ministry of Education. (2017). *Te Whariki*. <https://education.govt.nz/assets/Documents/Early-Childhood/ELS-Te-Whariki-Early-Childhood-Curriculum-ENG-Web.pdf>

Office of Head Start. (2010) *Revisiting and Updating the Multicultural Principles for Head Start Programs Serving Children Ages Birth to Five*. https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/principles-01-10-revisiting-multicultural-principles-hs-english_0.pdf

Wong-Fillmore, L. (1991). When Learning a Second Language Means Losing the First. *Early Childhood Research Quarterly*, 6, 323-346.

Websites:

Academic Standards and Resources for Educators <https://www.azed.gov/standards-practices>

Endangered Languages Project <http://www.endangeredlanguages.com/>

International Children's Digital Library <http://en.childrenslibrary.org/>

Worlds of Words <https://wowlit.org/>

Student Maricopa E-Mail Policy: Your **MEID@maricopa.edu** e-mail account is the official form of communication. You are responsible for reading college messages and responding accordingly. *Note: Activate your Maricopa email at google.maricopa.edu* [Links to an external site.](#)

Course Description: Introduces children's language acquisition and literacy development. Exploration of the relationships among language, literacy, family, culture, and community. Study of educational practices and advocacy opportunities that support language acquisition, literacy development and the preservation of heritage languages. Prerequisites: None.

MCCCD Official Course Competencies

1. Define language acquisition and literacy development.
2. Describe the continuum of language acquisition and literacy.
3. Describe applicable strategies associated with different philosophies of learning.
4. Document from observations childrens' language and emerging literacy development.
5. Compare traditional and diversity theories of language/dialects and literacy acquisition, including the development of bilingualism and biliteracy and multilingualism and multiliteracy.
6. Explain global policies and practices developed as a result of the social, historical, and political contexts of language acquisition and literacy development.
7. Compare local attitudes, policies, and practices to international perspectives.
8. Define the role of families across cultures in supporting language learners.
9. Develop strategies for involving families across cultures in supporting language acquisition and emerging literacy in young children.
10. Apply best practices of an adopted philosophy to promote language acquisition and emerging literacy, including the development of bilingualism and biliteracy and multilingualism and multiliteracy.
11. Create environments and curricula to effectively support language acquisition and literacy development, including bilingualism/biliteracy and multilingualism/multiliteracy.
12. Select appropriate world literature for diverse learners with attention to individual, cultural, and linguistic variations among children.

Course Outline

Module	Title	Readings/Video and Website References
1 Jan 25-27	Welcome and Introductions	No reading
2 Jan 28-31	An Introduction to the Language of Language and Literacy: Basic Interpersonal Communication Skills and Cognitive Academic Language Proficiency	Translation exercise by Dr. Iliana Reyes, University of Arizona
3 Feb 1-14	Language's Role in the Transmission of Culture and Language Preservation	<p>Wong-Fillmore, L. (1991). When Learning a Second Language Means Losing the First. <i>Early Childhood Research Quarterly</i>, 6, 323-346.</p> <p>Video Diné Bizaad, <i>Navajo Word of the Day</i>, "I Love You."</p> <p>Endangered Languages Project http://www.endangeredlanguages.com/</p> <p>American Indian Language Policy Research and Teacher Training Center at the University of New Mexico https://coehs.unm.edu/uploads/docs/coe-main/about-coe/educting-nm-w08-lang-policy.pdf</p> <p><i>Te Whariki</i>, page 3 Te Tiriti O Waitangi, pages 6-7 Introduction, pages 12-15 A Curriculum for All Children</p> <p><i>British Columbia Early Learning Framework</i>, Page 3 Introduction, page 4 What Changes, pages 11-14 Exploring the Early Years Framework, and pages 29-36 Educating in British Columbia in the 21st Century</p>

<p>4 Feb 15-28</p>	<p>Bilingual/Multilingual Plurilingual Biliterate/Multiliterate</p>	<p><i>Revisiting and Updating the Multicultural Principles for Head Start Programs Serving Children Ages Birth to Five</i>, P R I N C I P L E 6: Effective programs for children who speak languages other than English require continued development of the first language while the acquisition of English, pp 45-51</p> <p><i>Program Guidelines for High Quality Early Childhood: Birth Through Kindergarten</i>, 4.0 Linguistic and Cultural Integration (page 37)</p> <p>Head Start program’s Performance Standards 1302.31 for dual language learners.</p> <p>Head Start program’s Performance Standards 1302.36 for Tribal language preservation and revitalization.</p> <p>“Strand 4 Communication/Mano Reo” in <i>Te Whariki</i></p> <p>“Communication and Literacies” in <i>British Columbia Early Years Framework</i></p> <p>Arizona Revised Statutes on View Document (azleg.gov) (Links to an external site.) 15-751 Definitions- 15-752 English language education 15-753 Parental waivers 15-754 Legal Standing and Parental enforcement 15-755 Standardized testing for monitoring educational progress.</p> <p>European Council’s Recommendation on comprehensive approach to the teaching and learning of languages.</p>
<p>5 Mar 1-10</p>	<p>Theories and Strategies to Promote Language Acquisition and Literacy</p>	<p>Video, <i>The Linguistic Genius of Babies</i>, Dr. Patricia Kuhl</p> <p>National Scientific Council on the Developing Child (2004). <i>Young Children Develop in an Environment of Relationships: Working Paper No. 1.</i></p> <p>Video, <i>5 Steps for Brain-Building Serve and Return</i> - Center on the Developing Child at Harvard University</p> <p><i>Beginning with Peekaboo-Storytelling as Interaction</i> by Robert Munsch</p>

<p>6</p> <p>Mar 11 - April 25</p>	<p>Creating meaningful linguistically stimulating and literate environments</p>	<p>González, N. (2001) Chapter 2, <i>Las Familias</i></p> <p>Reyes, et. al. (2015). Toward an Ecological Approach In Early Childhood Education, CREATE Partnerships and Connections among Family, Community, Schools and University. <i>CREATE</i></p> <p>International Children’s Digital Library http://en.childrenslibrary.org/</p> <p>Worlds of Words https://wowlit.org/</p> <p>Academic Standards and Resources https://www.azed.gov/standards-practices</p> <p>Video, <i>Lily Wong Fillmore, Face to Face with National Language Experts</i></p> <p>Globalizing K-12 Reading Lists of Children's and Young Adult Literature • Page 3 of 10 • Worlds of Words (wowlit.org)</p>
<p>7</p> <p>April 25</p>	<p>Course Analysis and Reflection</p>	

Assignments

The course experiences and resources have been carefully curated to support a deepening awareness of the role of language and literacy in the context of relationships situated within a global community. Language acquisition and literacy development are universal human experiences influenced by geopolitical conditions. The study of the course competencies is scaffolded to move from personal to local to global. Many assignments are collaborative in nature and require an exchange of ideas and perspectives with others. Assignments include the following:

Writing-You will be asked to write throughout the class. Writing assignments will vary. Some writing assignments are reflective; other assignments are more formal and researched.

Reading - Reading assignments include chapters in the textbook, publications, articles, and identified websites.

Participation - In addition to mini-lectures and course videos, this course requires many group discussions and experiences. You are expected to actively participate in small and large group experiences by sharing your ideas with others. Most of these experiences are held in the Discussion Boards in CANVAS. Class participation is important to fulfill the course requirements.

Field Experiences-Our field experiences will be conducted virtually in partnership with friends, families, or volunteers from our local community and only after approval from the faculty.

For your protection, it is your responsibility to save all assignments. Keep your assignments in a safe place, stored electronically, until you have received your final grade and if you are an Early Childhood Education major, save for your final portfolio.

All assignments are due at 11:59 p.m. on the due date. Due dates are Wednesdays and Sundays of each week. Due dates are listed in your course syllabus, as well as noted on the assignments and on the assignments within the modules in CANVAS.

Policies and Procedures

Attendance-Attendance is very important in a class of this nature. Attendance is considered participation in discussion boards, submitting assignments, and communication with the faculty.

Effort- For this 12-week online class, students should expect to spend at least 10 hours a week on course work. However, hours may vary based on individual skill level. Students will be required to complete course work both during and outside of class.

Withdrawals-Student initiated withdrawals are to be submitted to the Admissions and Records Office. This is the responsibility of the student. Students who stop attending class and do not withdraw may be dropped by the instructor for excessive absences or given a grade of F. Further information about withdrawal policies is found in the Paradise Valley Community College General Catalog.

Grading-A final course grade will be assigned for the class using this rubric. A final self-assessment will be a factor in determining your grade. Your final grade will be awarded after an analysis of the degree to which each indicator was met in all aspects of the course including but not limited to attendance, participation, and review of all assignments.

NOTE: Active participation is engaging in discussion boards, completing assignments, and responding to instructor comments on assignments.

Grade	Indicator 1	Indicator 2	Indicator 3	Indicator 4	Indicator 5
90-100% = A Excellent Must meet indicators 1-5.	Active participation	Assignments completed on time	Careful presentation (typed, grammar, spelling)	Reflective and original thought	Appropriate application
80-89% = B Above average Must meet indicators 1-4.	Active participation	Assignments completed on time	Careful presentation	Reflective and original thought	

70-79% = C Average Must meet indicators 1-3.	Active participation	Assignments completed on time	Careful presentation		
60-69% = D Passing Must meet indicators 1-2.	Active participation	Assignments completed on time			
0-49% = F Not enough evidence of participation or understanding of content matter to warrant passing grade.					

Late work-Assignments that are submitted after the due date will be noted as late and will not meet the grade rubric criteria of “assignments completed on time.” If you have any difficulties completing an assignment, please contact the instructor.

Incomplete assignments-Students will be notified when assignments are incomplete. Students may go back to an assignment marked **Incomplete** and add any missing information. The assignment will then be reevaluated.

Academic Misconduct-This includes misconduct associated with the classroom, laboratory or clinical learning process. Examples include cheating and plagiarism. Refer to the PVCC Catalog for disciplinary action associated with academic misconduct.

Cheating includes, but is not limited, to (a) the use of any unauthorized assistance in taking quizzes, tests, or examinations, or (b) the dependence on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments. You are the only person authorized to complete your assignments. However, you may use campus support services from the Learning Success Center to assist you in the completion of an assignment.

Plagiarism is a serious offense. It is the unacknowledged use of another’s words, ideas, or information. To avoid plagiarism, students must give a source credit for any ideas or information they have used in an essay, whether they have paraphrased, summarized, or quoted from the source using APA formatting. For more information on APA formatting visit the PVCC Library website at [APA - Citation Help - LibGuides at Paradise Valley Community College \(Links to an external site.\)](#)

To avoid plagiarism, students must give a source credit for any ideas or information they have used in an essay, whether they have paraphrased, summarized, or quoted from the source.

A student who plagiarizes is subject to disciplinary probation and suspension (see page 218 of the [PVCC Catalog](#).) The first occurrence of plagiarism may result in a zero for that assignment. A second occurrence may result in a grade of "F" for the course.

Student Code of Conduct-Students are expected to adhere to the Student Code of Conduct as outlined in the PVCC Catalog, Student Services section.

Students Rights and Responsibilities-Students are responsible to read and understand the District-wide Scholastic Standards found in the current Student Handbook. Pay particular attention to the technology section, 2.5.2 Student Disciplinary Code, Article III, Paragraph 15.

Students with disabilities who believe that they may need accommodations in this class are encouraged to visit the Disability Resource Center at the KSC-Building or call 602-787-7171 or visit their website at <http://www.paradisevalley.edu/drc> ([Links to an external site.](#)) for more information.

Sexual Harassment/Assault, Dating/Domestic Violence, and Stalking-In accordance with Title IX of the Education Amendments of 1972, MCCCDC prohibits unlawful sex discrimination against any participant in its education programs or activities. The District also prohibits sexual harassment—including sexual violence—committed by or against students, District employees, and visitors to campus. As outlined in District policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by District policy. See [Title IXLinks to an external site.](#) for more information.

Students are responsible for understanding the contents of the syllabus. Please contact the instructor for answers to questions and clarification.

The instructors reserve the right to initiate changes in the class to meet the needs of an individual or to meet the needs of a particular group of individuals. Students will be notified by the instructor of any changes in course requirements or policies.

[Puma Resources for Students \(maricopa.edu\)](#)

EED225 Language and Literacy in the Context of Culture and Relationship

Justification of Criterion #1

This course directly focuses on global awareness by exploring how language and literacy develop within the context of the culture and relationship as influenced by the global geopolitical contexts. The course outline includes several areas that specifically relate to global perspectives on language and literacy.

Course Competencies

5. Compare traditional and diversity theories of language/dialects and literacy acquisition, including the development of bilingualism and biliteracy and multilingualism and multiliteracy. (II)
6. Explain global policies and practices developed as a result of the social, historical, and political contexts of language acquisition and literacy development. (II)
7. Compare local attitudes, policies, and practices to international perspectives. (II, III)
8. Define the role of families across cultures in supporting language learners. (II, III)
9. Develop strategies for involving families across cultures in supporting language acquisition and emerging literacy in young children. (II, III)
12. Select appropriate world literature for diverse learners with attention to individual, cultural, and linguistic variations among children. (I-IV)

Course Outline

- I. Language/literacy acquisition and development
 - A. Neuroscience and the acquisition of language and literacy
 - B. Development of language and literacy
 5. Early Years (6-8)
 - b. Comparison of local standards to international standards and guidelines for language
- II. Language socialization in school and communities across cultures
 - A. Language's role in the transmission of culture
 - B. The historical and current role of the oral tradition
 - C. Individual and Societal Attitudes
- III. Bilingualism/biliteracy and multilingualism/multiliteracy
 - C. Teaching approaches and strategies
- IV. Heritage and native languages
 - A. Collapse of languages and global influence and relationships

- B. Impact of the loss of shared language on family structure/relationships
- C. Recovering language and preservation of language

Justification of Criterion #2a

In exploring global awareness with respect to language acquisition and literacy, this course requires an in-depth study of the geopolitical influences including social, historical, and political contexts.

Course competencies

- 6. Explain global policies and practices developed as a result of the social, historical, and political contexts of language acquisition and literacy development. (II)
- 7. Compare local attitudes, policies, and practices to international perspectives. (II, III)
- 8. Define the role of families across cultures in supporting language learners. (II, III)

Justification for Criterion 2d

This course develops a global awareness of the varied contextual frameworks created to support or suppress language acquisition and literacy through examining family, community, and political practices internationally and the globalization of a literary collection.

Course competencies

- 6. Explain global policies and practices developed as a result of the social, historical, and political contexts of language acquisition and literacy development. (II)
- 7. Compare local attitudes, policies, and practices to international perspectives. (II, III)

Course outline

- IV. Heritage and native languages
 - A. Collapse of languages and global influence and relationships
 - B. Impact of the loss of shared language on family structure/relationships
 - C. Recovering language and preservation of language

Book and Resource Outline, Supplemental Readings, and Learning Experiences that support global awareness in Language and Literacy in the Context of Culture and Relationships as used by Christie Colunga and Kelly Fenderson-Gonzales as Paradise Valley Community College

Book outline:

Below is the book outline of *I Am My Language: Discourses of Women and Children in the Borderlands* by Dr. Norma Gonzáles (2001), which is an excellent source of ethnographies from the Borderlands and provocative analysis of the concept of culture. Students study the

intricacies of ethnographic interviews, conduct a case study of a selected family, and have the opportunity to reframe the term, culture, and consider the impact of language policies in schools and other public arenas.

1. Tucson: A Place in the Borderlands
2. Las Familias
3. When The Facts Won't Stay Put: Finding Emotion in All of the Wrong Places
4. The Hearts of the Children: Emotion, Language, and Identity
5. Negotiating Ideologies Across Social Memories
6. Testimonios of Border Identities: "Una Mujer Acomedida Donde Quiera Cabe"
7. Household Language Use: The Push and the Pull Centripetal and Centrifugal Forces in Language Use and Household Discourse
8. Where's the Culture?
9. Beyond the "Disuniting" of America: Implications for Schooling and Public Policy

Additional Resources

European Commission. (2019). *Council Recommendation on a comprehensive approach to the teaching and learning of languages*. https://ec.europa.eu/education/education-in-the-eu/council-recommendation-improving-teaching-and-learning-languages_en

We review the position of the European Council's Recommendation on a comprehensive approach to the teaching and learning of languages and use this position as one source of the comparison of local attitudes, policies, and practices to international perspectives. (Module 5)

Government of British Columbia, Canada. (2019). *British Columbia Early Years Framework*. <https://www2.gov.bc.ca/gov/content/education-training/early-learning/teach/early-learning-framework>

We identify the language preservation and enhancement strategies of the *British Columbia Early Learning Framework* and use this position as one source of the comparison of local attitudes, policies, and practices to international perspectives. The British Columbia Early Learning Framework is also part of an in-depth cultural comparison of approaches to language acquisition and literacy development in a culture outside the United States. The framework addresses the need and the process of reconciliation in early childhood services. (Module 3 and 4)

Ministry of Education. (2017). *Te Whariki*. <https://education.govt.nz/assets/Documents/Early-Childhood/ELS-Te-Whariki-Early-Childhood-Curriculum-ENG-Web.pdf>

We identify the language preservation and enhancement strategies of Aotearoa/New Zealand's early learning framework, *Te Whariki*, and use this position as one source of the comparison of local attitudes, policies, and practices to international perspectives. *Te Whariki, He whāriki mātauranga mō ngā mokopuna o Aotearoa Early childhood curriculum* is also part of an in-depth study of cultural comparison of approaches to language acquisition and literacy development in a culture outside the United States. *Te Whariki* is a bilingual/bicultural

curriculum developed with full participation of Maori leaders in recognition of the Treaty of Waitangi. (Module 3 and 4)

Endangered Languages Project <http://www.endangeredlanguages.com/>

As part of an experience to be able to recognize the global status of endangered languages we study the interactive maps of the Endangered Languages Project. (Module 3)

International Children's Digital Library <http://en.childrenslibrary.org/>

The International Children's Digital Library's (ICDL) mission is to in part, "support the world's children in becoming effective members of the global community". The library contains digital versions of outstanding historical and contemporary books from all over the world. We use the library as a resource to curate the contents of a "Community Literacy Canasta" using an identified topic or life experience and an identified component of the language continuum that supports literacy (speaking, rhyme, or alliteration). (Module 6)

Worlds of Words <https://wowlit.org/>

The World of Words: Center of Global Literacies and Literatures exists to "build bridges across Global cultures through children's and adolescent literature. The website provides author interviews and book reviews. The site also provides a grade by grade, fiction and non-fiction, comparison of international exemplars to those recommended in the Common Core Standards, or in Arizona College and Career Ready Standards. Students use this website for several assignments including learning how to globalize K-12 reading lists. (Module 6)

Video

The Linguistic Genius of Babies (2010)

https://www.ted.com/talks/patricia_kuhl_the_linguistic_genius_of_babies?language=en

As Dr. Patricia Kuhl, Professor of Speech and Hearing Sciences and co-director of the Institute for Learning & Brain Sciences at the University of Washington's research suggests, humans are neurologically wired to process sounds and produce speech. Which sounds will be perceived and reproduced in the form of a language? The ones the child experiences in the context of a relationship. Dr. Kuhl suggests that babies are "citizens of the world". Infants have the potential to speak any language. The language(s) babies speak first will be the languages heard during the first 8 to 10 months of life in the context of culture and relationship. Language acquisition and literacy are universal experiences, that are influenced by the global context. This awareness is a foundational aspect of the course. (Module 5)

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