ASU ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM
(ONE COURSE PER FORM)

1.) DATE: 09/21/2021	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 Relationship 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:

☐ 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.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA:
Core Areas: **Select core area...**   Awareness Areas: **Cultural Diversity in the United States (C)**

6.) REQUIRED DOCUMENTATION
☒ Cover Form
☒ Course Syllabus
☒ Course Description
☒ Criteria Checklist for the area
☒ Table of Contents from the textbook required and list of required readings/books

7.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS:
☐ DEC   prefix ☒ 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

IC Response Received on 10/4/2021

Chair/Director: RACHEL HOLMES, ECHIC CHAIR   Chair/Director Signature:

AGSC Action: Date action taken: ☐ Approved   ☐ Disapproved

Effective Date: **2021 Fall**

CULTURAL DIVERSITY IN THE UNITED STATES [C]

Rationale and Objectives

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups, including, but not limited to, American Indians, Latinos, African Americans, and Asian Americans--all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.

Revised April 2014

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

YES	NO		Identify Documentation Submitted
<table><tr></tr></table>		**1**. A Cultural Diversity course must meet the following general criteria:	
☒	☐	The course must contribute to an understanding of cultural diversity in **contemporary** U.S. Society.	MCCCD Official Course Description, Course Competencies, Course Outline, Course Syllabus, Table of Contents from the Syllabus, Listing of resources and assignment examples.
		2. A Cultural Diversity course must then meet **at least one** of the following specific criteria:	
☒	☐	a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.	MCCCD Official Course Description, Course Competencies, Course Outline, Course Syllabus, Table of Contents from the Syllabus, Listing of resources and assignment examples.
☐	☒	b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.	NA
☒	☐	c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States. . *Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc. **Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Latinos, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.	MCCCD Official Course Description, Course Competencies, Course Outline, Course Syllabus, Table of Contents from the Syllabus, Listing of resources and assignment examples.

ASU--[C] CRITERIA

CULTURAL DIVERSITY IN THE UNITED STATES

Course Prefix	Number	Title	General Studies Designation
EED	225	Language and Literacy in the Context of Culture and Relationships	Cultural

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)
Example-See 2b. Compares 2 U.S. cultures	Example-Compares Latino & African American Music	Example-See Syllabus Pg. 5
Criteria 1 The course contributes to to the understanding of Cultural Diversity in contemporary U.S. society	The course focuses on the study of language acquistion and literacy within diverse cultures within the United States. Students identify the difference between basic interpesonal skills and cognitive academic language. The differences are used to construct an understanding of the difference between bilingualism and biliteracy and multilingualism and multilitercy. Local attitudes, policies, and practices are analyzed for the potential to add or subtract linguistic diversity from the family's and the	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. 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. 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: I. Language/literacy acquisition and development

| | community's funds of knowledge. This includes the study of educational practices and advocacy opportuntiies to support language acquisition, literacy development in more than one language and the preservation of heritage languages. | A. Neuroscience and the acquisition of language and literacy
B. Development of language and literacy
  1. Basic interpersonal communication
  2. Cognitive academic language proficiency
  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
  C. Planning to create meaningful, linguistically stimulating, and literate 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

I Am My Language by Dr. Norma Gonzáles

Module 2
Reyes, I. Strategies to Increase opportunities for biliteracy development with bilingual and ELL children

Module 3
American Indian Language Policy Research and Teacher Training Center. Retrieved September 1, 2021

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

Endangered Languages Project-Navajo Word of the Day "I Love You"http://www.endangeredlanguages.com/lang/6085/samples/4221

Fillmore, L. W.When Learning a Second Language Means Losing the First. Early Childhood Research Quarterly

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

Revisiting and Updating the Multicultural Principles for Head Start Programs Serving Children Ages Birth to Five, Office of Head Start |

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Module 4
Head Start Performance Standards/Effective Teaching Practices 1302.31 Teaching and the learning environment. | ECLKC (hhs.gov) (Links to an external site.)

Head Start Performance Standards/Effective Teaching Practices 1302.36 Tribal language preservation and revitalization. | ECLKC (hhs.gov)

Arizona Revised Statute, Chapter 7 Instruction, Article 3 English Language Education for Children in Public Schools

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

Revisiting and Updating the Multicultural Principles for Head Start Programs Serving Children Ages Birth to Five (2nd ed.). (2008). Office of Head Start.

State of Arizona Department of Education. (2017). Program Guidelines for High Quality Early Education: Birth Through Third Grade. Arizona Department of Education. (3rd Edition) Program Guidelines FINAL Version (azearlychildhood.org) (Links to an external site.)

Module 5
The Linguistic Genius of Babies Dr. Patricia Kuhl-TedTalk

Pat Mora Oye al Desierto / Listen to the Desert Reading Rockets https://www.youtube.com/watch?v=Jf7qs5TLrr0

Munsch, R. Beginning with Peekaboo-Storytelling as Interaction

Worlds of Words https://wowlit.org/

Module 6
Derman-Sparks, L. An Updated Guide for Selecting Anti-Bias Children's Books An Updated Guide for Selecting Anti-Bias Children's Books _ Teaching for Change Bookstore at Busboys and Poets.pdf

UA Family and Community Research Group Community Literacy Canastas

Module 7
2010 NAEYC Standards for Initial and Advanced Early Childhood Preparation Programs

Derman-Sparks, L. An Updated Guide for Selecting Anti-Bias Children's Books An Updated Guide for Selecting Anti-Bias Children's Books _ Teaching for Change Bookstore at Busboys and Poets.pdf

Gonzáles, N. Household Questionnaire

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		International Children's Digital Library http://en.childrenslibrary.org/ Worlds of Words https://wowlit.org/

Criteria 2a:
The course is an in-depth study of culture-specific elements, cultural experiences and cultural contributions (in areas such as music EDUCATION)) of racial, ethnic and/or LINGUISTIC minority groups within the United States.
	The primary goal of this course is to study the interconnectedness of language and culture while developing an appreciation of the contribution of language to strong family and community bonds, to thinking and the life perspectives languages offer, the social and legal challenges related to maintaining linguistic diversity, and the role of the educator and educational program in ensuring linguistic diversity and the appreciation and use of multilingual literature.	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.
		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.
		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.
		
		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
		    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
		  C. Planning to create meaningful, linguistically stimulating, and literate 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
		I Am My Language by Dr. Norma Gonzáles
		Module 2 Reyes, I. (2011). Strategies to Increase opportunities for biliteracy development with bilingual and ELL children
		Module 3 American Indian Language Policy Research and Teacher Training Center.
		Endangered Languages Project http://www.endangeredlanguages.com/
		Endangered Languages Project-Navajo Word of the Day "I Love You"http://www.endangeredlanguages.com/lang/6085/samples/4221
		Fillmore, L. W.When Learning a Second Language Means Losing the First. Early Childhood Research Quarterly
		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
		Revisiting and Updating the Multicultural Principles for Head Start Programs Serving Children Ages Birth to Five, Office of Head Start
		Module 4 Head Start Performance Standards/Effective Teaching Practices 1302.31 Teaching and the learning environment. | ECLKC (hhs.gov) (Links to an external site.)
		Head Start Performance Standards/Effective Teaching Practices 1302.36 Tribal language preservation and revitalization. | ECLKC (hhs.gov)
		Arizona Revised Statute, Chapter 7 Instruction, Article 3 English Language Education for Children in Public Schools
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		Office of Head Start.

State of Arizona Department of Education. (2017). Program Guidelines for High Quality Early Education: Birth Through Third Grade. Arizona Department of Education. (3rd Edition) Program Guidelines FINAL Version (azearlychildhood.org) (Links to an external site.)

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Munsch, R. Beginning with Peekaboo-Storytelling as Interaction

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Gonzáles, N.Household Questionnaire

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

Worlds of Words https://wowlit.org/ |
| Criteria 2c:
The course is primarily a study of the SOCIAL, economic, POLITICALor psychological dimension of relations between and among gender, RACIAL, | Language socialization in the school is a social and political act that supports or denies home language. As language is a fundamental conveyor of knowledge and wisdom between families members | 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.
Course Competencies:
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 |

| ETHNIC and/or LINGUISTIC minority groups within the United States. Linguistic minority groups include Latinos, African Americans, Native Americans/ First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc. | and members of the community, language preservation is a perserver of cultural and community well-being. Poised in the context of social attitudes, policies, and practices, often perscribed in statute, language preservation often depends on interaction with the dominant culture.

Students in the course study local, national, and international attitudes, policies, and statutes that fom language and literacy practices within the educational program. Students analyze the consequences of additive and subtractive models as well as the tensions between dominant culture and linguistic minority languages. Strategies to counter bias are included. | 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:
I. Language/literacy acquisition and development
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
    2. Strategies
     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
II. Language socialization in school and communities across cultures
  A. Languages 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
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I Am My Language by Dr. Norma Gonzáles

Module 2 Reyes, I. (2011). Strategies to Increase opportunities for biliteracy development with bilingual and ELL children

Module 3 |

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		Endangered Languages Project http://www.endangeredlanguages.com/
		Endangered Languages Project-Navajo Word of the Day "I Love You" http://www.endangeredlanguages.com/lang/6085/samples/4221
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		Arizona Revised Statute, Chapter 7 Instruction, Article 3 English Language Education for Children in Public Schools
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		State of Arizona Department of Education. (2017). Program Guidelines for High Quality Early Education: Birth Through Third Grade. Arizona Department of Education. (3rd Edition) Program Guidelines FINAL Version (azearlychildhood.org) (Links to an external site.)
		Module 5 The Linguistic Genius of Babies, Dr. Patricia Kuhl TedTalk
		Pat Mora Oye al Desierto / Listen to the Desert Reading Rockets https://www.youtube.com/watch?v=Jf7qs5TLrr0
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MCCCD EED225 Language and Literacy in the Context of Culture and Relationship

How course meets the General Studies [C] Criteria

EED225-Language and Literacy in the Context of Culture and Relationship meets criteria for a Cultural Designation by creating an awareness and appreciation of the diverse family and cultural contributions to sociolinguistic communications found within the geopolitical boundaries of the United States. Language acquisition and literacy is rooted in neurological processes that are influenced by the sounds perceived and reproduced during the first months of life. Although the United States does not have an official language, there is political preference and status assigned to the use and proficiency in various languages. As a transmitter of cultural values and beliefs, the degree of discrepancies between language use and proficiency between generations can strengthen or eliminate family bonds and the transmission of culture. Local, state, and federal guidelines and laws dictate the how language should be used outside the family. This course includes an examination educational practices and advocacy opportunities that support language acquisition, literacy development, and the preservation of heritage languages.

EED225 also examines the culture-specific elements, cultural experiences, and cultural contributions of language and literature of linguistic minority groups including Native Americans and languages other than English, specifically in the area of early education. This study includes the identification of world literature for diverse learners with attention to individual, cultural, and linguistic variations and the preservation of heritage languages. Language socialization in the school and community is considered.

EED225 includes the study of the social relationships between dominant cultures and linguistic minorities including Native Americans and speakers of languages other than English within the United States. Linguistic bias MCCCD Official Course Description, Course Competencies, Course Outline, Course Syllabus, Table of Contents from the Syllabus, Listing of videos and assignment examples.

The primary goal of this course is to examine the contextual contributions of culture and relationships to language acquisition and literacy within families and communities. Within the United States language use is a reflection of geopolitical ideologies based on inclusion and exclusion. In order to support language acquisition and literacy an understanding of local attitudes, policies, and practices, often reinforced by statute, is critical to developing and advocating for practices to support cultural and linguistic diversity within the educational setting

Language and Literacy in the Context of Culture and Relationships

Course: **EED225**

First Term: **2020 Fall**
Final Term: **Current**

Lecture **3.0** Credit(s) **3.0** Period(s) **3.0** Load
Course Type: **Academic**
Load Formula: **S- Standard**

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)

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
      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

Course Syllabus

Paradise Valley Community College/Division of Social Science

EED225 36365 Language and Literacy in the Context of Culture and Relationship
Fall 2021

Faculty: Christie Colunga
Phone: 602-787-7731
e-mail: christie.colunga@paradisevalley.edu
All Online-August 30, 2021- November 21, 2021

Required Textbooks

I Am My Language (Required) ISBN: 9780816525492 Author: Gonzáles

The faculty will provide additional supporting documents needed to complete the course.

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. **Requisites:** Prerequisites: None.

Course Competencies

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 children's 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)

Assignments

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.

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

Reading - Reading will include chapters in the textbook, print materials, and websites provided.

Participation - In addition to mini-lectures and course videos, this class will require many group discussions and experiences. You are expected to actively participate in small and large group experiences. Most of these experiences are held in the Discussion Boards in CANVAS and in the development of collaborative google slide presentations.. 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 approved by the faculty.

Policies and Procedures

Attendance-Attendance is very important in a class of this nature. Attendance is considered participation in discussion boards, uploading 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 all assignments.

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

Grading Rubric

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 of 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, MCCCD 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 IX Links 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.

Special Note: Early Childhood Education Certificate of Completion and AAS degree students are required to develop a professional portfolio as a part of ECH269 Child Care Seminar and ECH284AB Early Childhood Teaching Internship. Please **save your work** from this class as possible portfolio entries.

Portfolio entries encompass the National Association for the Education of Young Children Standards for associate degree institutions:

1. Promoting child development and learning
2. Building family and community relationships
3. Observing, documenting, and assessing to support young children and families

4. Using developmentally effective approaches to connect with children and families
5. Using content knowledge to build meaningful curriculum
6. Becoming a professional
7. Field Experiences

Course Summary:

Module	Assignments	Resources
1 Welcome and Introductions	1.1 Faculty Introduction 1.2 Syllabus Review 1.3 Course Organization 1.4 Class Introduction	Course Documents
2 An Introduction to the Language of Language and Literacy	2.1 Defining Language 2.2 Defining Literacy **2.3 Experiencing BICS and CALP** **2.4 Defining BICS and CALP**	Internet Dictionaries Reyes, I. *Strategies to Increase opportunities for biliteracy development with bilingual and ELL children*
3 The Role of Language in the Transmission of Culture	**3.1 Words associated with the concept of culture** **3.2 Selecting a definition of culture** **3.3 Surface Culture and Deep Culture Part One** **3.4 Surface and Deep Culture Part Two** **3.5 When learning a second means losing the first** **3.6 Global collapse of languages** **3.7 Lost in Translation-The Role of Language in the Transmission of Culture and Diversity in Thinking** **3.8 Language preservation (local)** **3.9 Language preservation in an international context British Columbia, Canada** **3.10 The Language of Emotion**	*I Am My Language* by Dr. Norma González American Indian Language Policy Research and Teacher Training Center. Retrieved September 1, 2021, from https://coehs.unm.edu/uploads/docs/coe-main/about-coe/educting-nm-w08-lang-policy.pdf Arizona Revised Statute, Chapter 7 Instruction, Article 3 English Language Education for Children in Public Schools Endangered Languages Project http://www.endangeredlanguages.com/

	3.11 I Am My Language: What About Culture?	Endangered Languages Project-Navajo Word of the Day "I Love You" http://www.endangeredlanguages.com/lang/6085/samples/4221
		Fillmore, L. W. *When Learning a Second Language Means Losing The First*
		Government of British Columbia, Canada. *British Columbia Early Years Framework.* https://www2.gov.bc.ca/gov/content/education-training/early-learning/teach/early-learning-framework
		Revisiting and Updating the Multicultural Principles for Head Start Programs Serving Children Ages Birth to Five (2nd ed.). (2008). Office of Head Start.
4 Does it have to be one or the other? Bilingual/Biliterate, Multilingual/ Multiliterate	**4.1 Mono, bi, tri, multi** **4.2 Principles of learning two languages: A national perspective** **4.3 State Guidelines-National Standards 0-5** **4.4 International Guidelines 0-5:British Columbia Early Years Framework** **4.5 Comparison of state, national, and international guidelines 0-5** **4.6 Arizona State Statutes-National Standards 5-8**	Head Start Performance Standards/Effective Teaching Practices 1302.31 Teaching and the learning environment. | ECLKC (hhs.gov) (Links to an external site.) Head Start Performance Standards/Effective Teaching Practices 1302.36 Tribal language preservation and revitalization. | ECLKC (hhs.gov) Arizona Revised Statute, Chapter 7 Instruction, Article 3 English Language Education for Children in Public Schools 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 *Revisiting and Updating the*

		Multicultural Principles for Head Start Programs Serving Children Ages Birth to Five (2nd ed.). (2008). Office of Head Start. *Program Guidelines for High Quality Early Education: Birth Through Third Grade*. Arizona Department of Education. (3rd Edition) Program Guidelines FINAL Version (azearlychildhood.org) (Links to an external site.)
5 What Is Known or Thought to be Known About Language Acquisition and Literacy	5.1 Analyzing Developmental Sequence and Four Basic Aspects of Language **5.2 *I Am My Language*: Yet No Two Children Learn in the Same Way** **5.3 Cognitive Processing Theory: Statistical Learning The Linguistic Genius of Babies** 5.4 The Linguistic Genius of Babies (how it happens) Language and the Brain 5.4 Serve and return, supporting language and other development 5.6 Beginning with Peekaboo 5.7 How Language Might Influence Literacy **5.8 Finding Authors and Selecting Books for an Inclusive Literacy Rich Environment**	*I Am My Language* by Dr. Norma Gonzáles The Linguistic Genius of Babies (2010) *https://www.ted.com/talks/patricia_kuhl_the_linguistic_genius_of_babies?language=en* Pat Mora Oye al Desierto / Listen to the Desert Reading Rockets https://www.youtube.com/watch?v=Jf7qs5TLrr0 Munsch, R. Beginning with Peekaboo-Storytelling as Interaction International Children's Digital Library http://en.childrenslibrary.org/ Worlds of Words https://wowlit.org/
6 Meaningful, Linguistically	**6.1 *I Am My Language*: Learning from Dr. Norma Gonzáles**	*I Am My Language* by Dr. Norma Gonzáles Derman-Sparks, L. An Updated Guide

Stimulating, and Literate Environments	**6.2 Learning from the Communities as Resources in Early Childhood Teacher Education (CREATE) Program** 6.3 Learning from CREATE's curated book collection	for Selecting Anti-Bias Children's Books [An Updated Guide for Selecting Anti-Bias Children's Books _ Teaching for Change Bookstore at Busboys and Poets.pdf](#) *UA Family and Community Research Group Community Literacy Canastas*
7 Practice Application: Creating Meaningful, Linguistically Stimulating, and Literate Environments	7.1 Introduction to Key Element 2a Knowing about and understanding diverse family and community characteristics. 7.2 Introduction to Key Element 2b. Supporting and empowering families and communities through respectful, reciprocal relationships. 7.3 Community Analysis **7.4 Family Interview-Household Questionnaire** **7.5 Canasta development** **7.6 Practice Application "Community Literacy Canasta"** 7.7 Practicing the concept of reciprocal	*2010 NAEYC Standards for Initial and Advanced Early Childhood Preparation Programs* (NAEYC) Community Analysis Derman-Sparks, L. An Updated Guide for Selecting Anti-Bias Children's Books [An Updated Guide for Selecting Anti-Bias Children's Books _ Teaching for Change Bookstore at Busboys and Poets.pdf](#) Gonzáles, N. *Household Questionnaire* *UA Family and Community Research Group Community Literacy Canastas* International Children's Digital Library http://en.childrenslibrary.org/ Worlds of Words https://wowlit.org/
8 Key Assessment #2 Building Family and Community Relationships	8.1 Key Assessment #2 Building Family and Community Relationships: Knowing and understanding diverse family and community characteristics 8.2 Key Assessment #2 Building Family and Community Relationships: Supporting and engaging families and communities	*2010 NAEYC Standards for Initial and Advanced Early Childhood Preparation Programs* (NAEYC) Derman-Sparks, L. An Updated Guide for Selecting Anti-Bias Children's Books [An Updated Guide for Selecting Anti-Bias Children's Books _ Teaching f](#)

| | through respectful, reciprocal relationships | or Change Bookstore at Busboys and Poets.pdf |
| | 8.3 Key Assessment #2 Building Family and Community Relationships: Involving families and communities in young children's development and learning | |

EED225 Language and Literacy in the Context of Culture and Relationship

Textbook, Resources, Supplemental Readings, and Learning Experiences supporting Cultural Awareness in *EED225 Language and Literacy in the Context of Culture and Relationships* as used by Christie Colunga at Paradise Valley Community College. Modules are noted as found in the course syllabus. The Cultural Diversity in the United States (CDUS 1, 2a, 2c) Criteria are noted.

Book outline:
Below is the outline of *I Am My Language: Discourses of Women and Children in the Borderlands* by Dr. Norma Gonzáles (2001). *I Am My Language* is excellent source of ethnographies from the Borderlands and a provocative analysis of the concepts of language and culture. Students study the intricacies of ethnographic interviews and complete a funds of knowledge household questionnaire. Students have the opportunity to reframe the meaning of the concept of culture and also consider the impact of language policies in schools and other public arenas on the transmission of cultural values, practices, and belief systems.

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 (Modules 3, 5, 6) CDUS 1, 2a, 2c

Additional Resources

American Indian Language Policy Research and Teacher Training Center. (September 1, 2021).

> *Representative Heather Wilson is working with the COE to keep American Indian languages*
>
> *alive*. Retrieved from
>
> https://coehs.unm.edu/uploads/docs/coe-main/about-coe/educting-nm-w08-lang-policy.pdf

"The Center aims to serve as a local and national center of collaborative research that examines major policy issues affecting the survival and maintenance of American Indian languages. The Center also provides a venue for building an international dialogue about language issues that extends to other indigenous languages of the Americas. Developing and providing native language teacher training programs and technical assistance support for American Indian tribes engaged in language maintenance and preservation initiatives is another key aspect of the Center's outreach and service". Students review of how the American Indian Language Policy Research and Teacher Training Center was started at the University of New Mexico in Albuquerque and the faculty work in the community. (Module 3) CDUS 1, 2a, 2c

Daybreakwarrior. (February 14, 2012). *Navajo Word of the Day : I Love You* [Video file]. Retrieved from

    https://www.youtube.com/watch?v=47-LRscTKNc

Students analyze the words and phrases that do not directly translate from Diné Bizaad (Navajo) into English. This analysis contributes to an understanding of the impact of the loss of languages or endangered languages. (Module 3) CDUS 1, 2a, 2c

Derman-Sparks, L. (2013). *An updated guide for selecting anti-bias children's books*.

    An Updated Guide for Selecting Anti-Bias Children's Books _ Teaching for Change Bookstore at Busboys and Poets.pdf (Modules 6, 7 and 8) CDUS 1, 2a, 2c

Students evaluate children's literature for authenticity and bias.

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

In order to recognize the global status of endangered languages students study the interactive maps of the Endangered Languages Project. (Module 3) CDUS 1, 2a, 2c

English Language Education for Children in Public Schools Act of 2000, Arizona Revised Statute Title 15

    Chapter 7 Article 3.1. (2001).

Arizona Revised Statutes (Arizona laws) govern the use of English as the language of instruction in public schools, kindergarten-12th grade. Arizona Revised Statute, Chapter 7 Instruction, Article 3 English Language Education for Children in Public School is the state statute governing the use of English and languages other than English in Arizona public schools. This statute was recently updated to reduce the amount of time children who speak languages other than English are separated from other children in the school as a part of English immersion instruction. Students analyze the attitudes, policies, and practices that result from the interpretations of this statute. (Module 4) CDUS 1, 2a, 2c

Fillmore, L. W. (1991). When Learning a Second Language Means Losing the First. *Early Childhood

    Research Quarterly*, *(6)* 323-346.

Students analyze the research conducted by a group of over 300 researchers called the No Cost Research Group who voluntarily conducted interviews and compiled the results into a report. Dr. Lily Wong Fillmore describes the process and the results. Students consider the consequences to families and communities, *When Learning a Second Language Means Losing the First.*

Here is the abstract from the journal article, "In societies like the United States with diverse populations, children from linguistic minority families must learn the language of the society in order to take full advantage of the educational opportunities offered by the society. The timing and the conditions under which they come into contact with English, however, can profoundly affect the retention and continued

use of their primary languages as well as the development of their second language. This article discusses evidence and findings from a nationwide study of language shift among language-minority children in the U.S. ***The findings suggest that the loss of a primary language, particularly when it is the only language spoken by parents, can be very costly to the children, their families, and to society as a whole.*** Immigrant and American Indian families were surveyed to determine the extent to which family language patterns were affected by their children's early learning of English in preschool programs. Families whose children had attended preschool programs conducted exclusively in Spanish served as a base of comparison for the families whose children attended English-only or bilingual preschools". (italics mine) (Module 3) CDUS 1, 2a, 2c

Gonzáles, N. (2015, January). *Household Questionnaire* [Unpublished working paper]. University of

> Arizona.

Students use a modified version of the *Household Questionnaire* developed by Dr. Norma Gonzáles to collect ethnographic family information and the families' funds of knowledge. (Module 7) CDUS 1, 2a, 2c

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

Students identify the language preservation and enhancement strategies of the *British Columbia Early Learning Framework* and use this position statement as a source of 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) CDUS 1, 2a, 2c

Head Start. (2008). *Revisiting and Updating the Multicultural Principles for Head Start Programs Serving*

> *Children Ages Birth to Five* (2nd ed.). Office of Head Start.

Used to define the term culture. (Module 3) CDUS 1, 2a, 2c

Used to examine the research and recommended practices supporting home language and second language acquisition published by the federal government of the United States of America. (Module 4) CDUS 1, 2a, 2c

Head Start Policy & Regulations. (2016). 1302.31 *Teaching and the learning environment, 45 C.F.R. § 130*

> *2 Subpart C- education and child development program services*. Office of Head Start.

Head Start Performance Standards/Effective Teaching Practices
1302.31 Teaching and the learning environment. | ECLKC (hhs.gov) (Links to an external site.)

The federal government mandates practices for dual language learners in programs receiving federal funding to operate the Head Start program. Students identify the approach to language and literacy in

the federally funded Head Start program's Performance Standards 1302.31 for dual language learners. (Module 4) CDUS 1, 2a, 2c

Head Start Policy & Regulations. (2016). 1302.36 *Tribal language preservation and revitalization, C.F.R. §*

1302 subpart C- education and child development program services. Office of Head Start.

Head Start Performance Standards/Effective Teaching Practices 1302.36 Tribal language preservation and revitalization. | ECLKC (hhs.gov)

The federal government has mandated practices in tribal communities receiving federal funding to operate the Head Start program. Students identify the approach to language and literacy in the federally funded Head Start program's Performance Standard 1302.36 for Tribal language preservation and revitalization. (Module 4) CDUS 1, 2a, 2c

Kuhl, P. (2010). *The Linguistic Genius of Babies* [Video file]. Retrieved from

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, influenced by the geopolitical context. This awareness is a foundational aspect of the course. (Module 5) CDUS 1, 2a, 2c

Mora, P. (April 14, 2014). *Oye al Desierto / Listen to the Desert Reading Rockets* [Video file]. Retrieved

from https://www.youtube.com/watch?v=Jf7qs5TLrr0

Deciding whose stories to tell is perhaps one of the most powerful decisions an educator has to make. Who is in and who is left out? What are the consequences of either decision? Students listen carefully as Pat Mora, a regional author describes her experiences in this 30-minute Reading Rockets interview. Students consider, dispositions, abilities, and resources that might support an **inclusive** literacy rich environment. (Module 5) CDUS 1, 2a, 2c

Munsch, R. (1994, July). Beginning with Peekaboo-Storytelling as Interaction. *Child Care Exchange*, (*3)*

32-34.

There are hundreds of initiatives and programs describing how adults could/should/might support children's language and literacy development. Some consist of a one-page flier, others come with an intense training package requiring a trained trainer, boxes of materials, and hours of seat time for the participants. As a result of a review of this article, students learn from international author and storyteller Robert Munsch. Students consider what he recommends to us in light of the suggested practice that early childhood education must strive to involve young children in reciprocal learning interactions with teachers and peers. (Module 5) CDUS 1, 2a, 2c

National Association for the Education of Young Children. (2011). *2010 NAEYC Standards for Initial and*

        Advanced Early Childhood Preparation Programs. NAEYC.

Students describe personal knowledge, skills, and dispositions relation to the 2010 NAEYC Standards for Initial and Advanced Early Childhood Preparation Program's Standard 2 Building Family and Community Relationships. The standard is comprised of three key elements.

Key Element 2a Knowing about and understanding diverse family and community characteristics from the 2010 NAEYC Professional Preparation Standards

According to the 2010 NAEYC Professional Preparation Standards (2011), "well-prepared candidates possess knowledge and understanding of diverse family and community characteristics, and of the many influences on families and communities. Family theory and research provide a knowledge base. Socioeconomic conditions; family structures, relationships, stresses, and supports (including the impact of having a child with special needs); home language; cultural values; ethnicity; community resources, cohesiveness, and organization—knowledge of these and other factors creates a deeper understanding of young children's lives. This knowledge is critical to candidates' ability to help children learn and develop well" (p.31).

Key Element 2b.Supporting and empowering families and communities through respectful, reciprocal relationships

"Second, candidates possess the knowledge and skills needed to support and engage diverse families through respectful, reciprocal relationships. Candidates understand how to build positive relationships, taking families' preferences and goals into account and incorporating knowledge of families' languages and cultures. Candidates demonstrate respect for variations across cultures in family strengths, expectations, values, and childrearing practices. Candidates consider family members to be resources for insight into their children, as well as resources for curriculum and program development. Candidates know about and demonstrate a variety of communication skills to foster such relationships, emphasizing informal conversations while also including appropriate uses of conferencing and technology to share children's work and to communicate with families.

In their work, early childhood teacher candidates develop cultural competence as they build relationships with diverse families, including those whose children have disabilities or special characteristics or learning needs; families who are facing multiple challenges in their lives; and families whose languages and cultures may differ from those of the early childhood professional. Candidates also understand that their relationships with families include assisting families in finding needed resources, such as mental health services, health care, adult education, English language instruction, and economic assistance that may contribute directly or indirectly to their children's positive development and learning. Well-prepared early childhood candidates are able to identify such resources and know how to

connect families with appropriate services, including help with planning transitions from one educational or service system to another" (p.31).

Key Element *2c. Involving families and communities in young children's development and learning*

Per the *2010 NAEYC Standards for Initial and Advanced Early Childhood Professional Preparation Programs (2011)*, "well-prepared candidates possess essential skills to involve families and communities in many aspects of children's development and learning. They understand and value the role of parents and other important family members as children's primary teachers. Candidates understand how to go beyond parent conferences to engage families in curriculum planning, assessing children's learning, and planning for children's transitions to new programs. When their approaches to family involvement are not effective, candidates evaluate and modify those approaches rather than assuming that families *are just not interested*" (p. 31).

Students use the results of a community survey and a modified Household Questionnaire to create and share a Community Literacy Canasta. The experience is reported and evaluated using a rubric aligned with the standard. (Modules 7 and 8) CDUS 1, 2a, 2c

Reyes, I. (2011). *Strategies to Increase opportunities for biliteracy development with bilingual and ELL*

> *children* [Pamphlet]. University of Arizona.

Students differentiate between basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP). Students are challenged to recognize the educational experiences needed to develop academic proficiency in more than one language. (Module 2) CDUS 1, 2a, 2c

Reyes, I. (2015). *UA Family and Community Research Group Community Literacy*

> *Canastas* [Pamphlet]. College of Education University of Arizona.

With the support of a large grant from the Helios Education Foundation, the University of Arizona was able to revamp its teacher education program. The initiative, known by the acronym CREATE (Communities as Resources in Early Childhood Teacher Education), included the development of strengthened relationships between local families and students in the U of A College of Education. Several of these community practices were made public, and we are going to study one, "Community Lit eracy Canastas" Talleres. (Canasta translated from Spanish to English means *basket*). Students use this work as a template to collaboratively organize, offer, and document the use of a Community Literacy Canasta. (Module 6) CDUS 1, 2a, 2c

State of Arizona Department of Education. (2017). *Program Guidelines for High Quality Early*

> *Education: Birth Through Third Grade (3ʳᵈ Edition)*. Arizona Department of Education.

> [Program Guidelines FINAL Version (azearlychildhood.org) (Links to an external site.)](#)

Arizona's Department of Education has published guidelines for early childhood programs describing what might be considered optimal conditions for linguistic and cultural integration. Students identify the approach to language and literacy outlined in Arizona's *Program Guidelines for High Quality Early Education: Birth through Kindergarten* "Culture and Linguistic Integration" (Module 4) CDUS 1, 2a, 2c

University of Arizona. (2021). *Worlds of Words: Center of Global Literacies and literatures*. Retrieved

from 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 examplars to those recommended in the Common Core Standards or in Arizona, the College and Career Ready Standards. Students use this website to learn how to select literature that reflects current cultural contexts and introduces children to global perspectives to enhance dated and limited suggested K-12 reading lists. (Module 7) CDUS 1, 2a, 2c

University of Maryland. (2021). *International Children's Digital Library.* Retrieved from

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. (Module 7) CDUS 1, 2a, 2c

Contents