



CDEV 216 Early Literacy
ILD1
2026FL

Instructor Information

Gina Salvador-Lemus
g.salvador-lemus_C@jjc.edu

Room Location

Wilco Area Career Center Room A-116B

Course Description and Requirements

Based on a developmentally appropriate approach, this course explores theories, practices, methods, and materials that encourage the development of language and emergent literacy skills in the young child. This course also provides strategies and adaptations to individualize teaching across diverse communities; such as bilingualism and children with special learning needs.

Credit and Contact Hours

Lecture Hours: 3 | Lab Hours: 0 | Credit Hours: 3.00

Mode of Delivery

The mode of delivery for this course is DCCTE

Methods of Instruction

Methods of Instruction: Google Classroom (online learning) will consist of lecture, discussion and multimedia presentations. Group activities will also contribute to the student's understanding of the material. **It is essential that students complete the assignments in order to participate in class discussions and activities.**

Required Texts and Materials

Machado (2013). *Early Childhood Experiences in Language Arts*. 10th

Welcome Information

Welcome to Early Literacy for this Early Childhood Education class - CDEV 216.

Course Level Objectives

- Demonstrate an understanding of various theories of child development including the developmental milestones of language development/communication abilities of children birth to age eight.
- Define literacy and emergent/early literacy, and describe the developmental continuum of reading and writing including observation and assessment strategies.
- Explain and analyze the teacher's role in promoting language and literacy across all age groups from birth to age eight, including developmentally appropriate utilization of technology.
- Identify pedagogy and environments supportive of reading, writing and oral communication for every child including those that who are culturally, ability and linguistically diverse.
- Describe benefits and strategies for family involvement and support which foster language and literacy development in children birth through age eight.
- Research, analyze and select appropriate literature and other materials for a diverse learning community including critical analysis for evidence of multiculturalism and anti-stigma/bias.
- Demonstrate an understanding of phonological awareness and alphabetic principle including appropriate teaching strategies.

General Education Objectives

- Applied Knowledge: Students draw from learning experiences/concepts to solve a variety of problems or challenges.
- Cultural Literacy: Students examine cultural elements or viewpoints as they relate to a variety of individuals, groups, or ideas.
- Oral Communication: Students will demonstrate organized and coherent oral communication.
- Written Communication: Students will demonstrate organized and coherent written communication.

Topical Outline

Topical Outline CDEV 216 Early Literacy

This is a **TENTATIVE** guide and subject to change based on class needs

Week	Dates	Topic	SLO	Assignments
1	Week of Aug. 17th	Beginnings of Communication: Definitions Emergent Literacy. Literacy plan preparation.	1, 2	Chapter 1 Write out Learning Objectives and Vocabulary Words

2	Week of Aug. 24th	Toddler Language Development Assign: Infant & Toddler Literacy Plan	1,2,5	Chapter 2 Write out Learning Objectives and Vocabulary Words
3	Week of Aug. 31st	Preschool Language Development and Literacy Plan	1,2	Chapter 3 Write out Learning Objectives and Vocabulary Words Due: Infant & Toddler Literacy Plan
4	Week of Sept. 7th	The Whole Child and Language Development: Cognitive, Physical, and Perceptual Development	1,2	Chapter 4 Write out Learning Objectives and Vocabulary Words
5	Week of Sept. 14th	Differences in Language Development: dialects, second language learners, language delays. Assign: Preschool Literacy Plan	1,4,5	Chapter 5 Write out Learning Objectives and Vocabulary Words
6	Week of Sept. 21nd	Achieving Language and Literacy Goals through Program Planning/Head Start/Early Learning Standards.	3,4	Chapter 6 Write out Learning Objectives and Vocabulary Words Due: Preschool Literacy Plan
7	Week of Sept. 28th	Promoting Language and Literacy. Literacy Team-Based Challenge	3,4,7	Chapter 7 Write out Learning Objectives and Vocabulary Words
8	Week of Oct. 5th	Fostering the Development of Listening Skills: Questioning and Conversations to encourage attention and intellectual development	3,4	Chapter 8 Write out Learning Objectives and Vocabulary
9	Week of Oct. 12th	Mid-term Exam Review Children' Books: Choosing books intentionally including English Language Learners Storytelling: choosing non-bias and multicultural books.	6	Chapters 9 and 10. Write out Learning Objectives and Vocabulary Words Mid-term Exam Chapters 1-8
10	Week of Oct. 19th	Oral Communication: Song, Rhyme, Poetry Red Flags for Speech/Language Concerns Assign: Literacy Suitcase	3,4	Chapter 11 and 13 Write out Learning Objectives and Vocabulary Words Due: Literacy Team-Based Challenge
11	Week of Oct. 26th	Group Times/Open and Divergent Questions/Large and Small Group Times Assign: Early Elementary/Abilities Literacy Plan	3,4	Chapter 14 Write out Learning Objectives and Vocabulary Words Due: Literacy Suitcase
12	Week of Nov. 2nd	Language and Literacy Experiences with Props Flannel Boards, Puppets, and Props.	3,4	Chapter 12 and 15. Write out Learning Objectives and Vocabulary Words. Due: Early Elementary/Abilities Literacy Plan
13	Week of Nov. 9th	Print Awareness and invented spelling/Typical Milestones of Writing and Spelling. Assign Text Toy	6,7	Chapter 16 Write out Learning Objectives and Vocabulary Words

14	Week of Nov. 16th	Teaching Methods that encourage reading ability in preschoolers/Sequence of Reading Behavior.	2,7	Chapter 17 Write out Learning Objectives and Vocabulary Words
15	Week of Nov. 30th	Developing a Literacy Environment/Print-Rich	6	Chapter 18 Write out Learning Objectives and Vocabulary Words
16	Week of Dec. 7th	The Family-Centered Partnership/Families and Child Literacy		Chapter 19 Write out Learning Objectives and Vocabulary Words Due: Text Toy Project
17	Week of Dec. 14th	Review of Chapters 9,10,11,12,13,14,15,16,17,18, and 19		Final Exam Dec. 16th

Graded Assignments

Due Date	Event Name	Type	Points
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Graded Assignments

Due Each Week	Chapters 1-19	Homework Due (HW): Chapters 1-19 Learning objectives (LO) and vocabulary words (VW). You will define each learning objective and vocabulary words for each chapter each week for homework. This will be due every Wednesday of the week.	20 points per chapter
8/20	Chapter 1 Beginnings of Communication	HW Due: Chap. 1 LO and VW	20
8/27	Chapter 2 The Tasks of a Toddler	HW Due: Chap. 2 LO and VW.	20
9/3	Chapter 3 Preschool Years Infant/Toddler Literacy Plan	HW Due: Chap 3 LO and VW -Infant/Toddler Literacy Lesson Plan due	20 50
9/10	Chapter 4 Growth Systems Affecting Early Language Abilities	HW Due: Chap 4 LO and VW	20
9/17	Chapter 5 Understanding Differences	HW Due: Chap 5 LO and VW	20

9/24	Chapter 6 Achieving Language and Literacy Goals through Program Planning Preschool Literacy Plan	HW Due: Chap. 6 LO and VW -Preschool Literacy Lesson Plan	20 50
10/1	Chapter 7 Promoting Language and Literacy	HW Due: Chap 7 LO and VW	20
10/8	Chapter 8 Developing Listening Skills	HW Due: Chap 8 Lo and VW	20
10/15	Mid-term Exam	Chapters 1-8	46
10/15	Children and Books and Storytelling	HW Due: Chap. 9&10 LO and VW	40
10/22	Poetry and Realizing Speaking Goals -Literacy Team Based Challenge	HW Due: Chap 11&13 LO and VW -Students will work in groups and create a preschool literacy lesson and lesson plan.	40 52
10/29	Chapter 14 Group Times Literacy Suitcase	HW Due: Chap 14 LO and VW -Students will create a take home literacy bag of activities for a preschooler based on a child's book.	20 115
11/5	Chapter 12&15 Flannel Boards/Puppetry Early Elementary Literacy Plan	Chapter 12&15 LO and VW -Early Elementary/Different Abilities Literacy Lesson Plan will be created.	20 40
11/12	Chapter 16 Emerging Print	HW Due: Chap 16 LO and VW	20
11/19	Chapter 17 Reading a Preschoolers	HW Due: Chap. 17 LO and VW	20
12/3	Chap. 18 Literacy Environment	HW Due: Chap 18 LO and VW	20
12/10	Chapter 19 Family Partnerships Text Toy Project	HW Due: Chap 19 LO and VW -Based on a child's book, students will create props based on the book and present in the ECE lab.	20 90
Week of 12/15	Review of final exam and final exam	Final Exam Chapters 9-19	80

Final Exam Information

Date is based on student's high school schedule.

Grading Policies

Assessment Type	Frequency	Value	Total Points
Homework	19	20	380
Midterm Exam	1	46	46
Writing Assignments	3	50	150
Projects	3	52-115-90	257
Final Exam	1	80	80
Grand Total			913

Final Course Grading Scale

Grade	Percentage	Points
A	90 - 100%	821 - 913
B	80 - 89%	730 - 812
C	70 - 79%	639 - 721
D	60 - 69%	547 - 629
F	Lower than 60%	0 - 546

Attendance Policy

Students are expected to attend all classes within the semester.

Make-Up Policy

Students will have 1 1/2 days to submit any assignments due to an absence.

Faculty Commitment

Required for online; optional for in-person/hybrid

Student Commitment

For every credit hour of lecture a student is enrolled in, they should expect to spend at least 2 hours outside of class studying, working on assignments, and preparing for class each week of a 16-week semester.

For courses with Lab or Clinical hours, students should expect to spend at least one hour of outside study time for each two lab or clinical contact hours.

Academic Honor Code

The objective of the [JJC academic honor code](#) is to sustain a learning-centered environment in which all students are expected to demonstrate integrity, honor, and responsibility, and recognize the importance of being accountable for one's academic behavior.

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Privacy and Accessibility Policies

Canvas	Accessibility	Privacy
Cengage	Accessibility	Privacy
Pearson	Accessibility	Privacy
McGraw Hill	Accessibility	Privacy
Macmillan	Accessibility	Privacy
Adobe Reader	Accessibility	Privacy
Microsoft Office	Accessibility	Privacy
Examity		Privacy

Campus Policies and Resources

Religious Observance Policy

Illinois law requires the college to reasonably accommodate its students' religious beliefs, observances, and practices in regard to admissions, class attendance, and the scheduling of examinations and work requirements. You should examine this syllabus at the beginning of the semester for potential conflicts between course deadlines and any of your religious observances. If a conflict exists, you should notify your instructor of the conflict and request appropriate accommodations. This should be done in the first two weeks of classes.

Student Code of Conduct

Each student is responsible for reading and adhering to the [Student Code of Conduct](#) as stated in the college catalog.

Responsible Use Policy

Students are responsible for knowing and following the terms and conditions of JJC's policy for "Responsible Use of Information Technology." This policy may be found [online on the JJC website](#).

Copyright

This course may contain copyright-protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine and [TEACH Act](#) in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Intellectual Property

Students own and hold the copyright to the original work they produce in class. It is a widely accepted practice to use student work as part of the college's internal self-evaluation, assessment procedures, or other efforts to improve teaching and learning and in promoting programs and recruiting new students. If you do not wish your work to be used in this manner, please inform your instructor.

Communication Policy

Proper spelling, grammar, and etiquette are expected in all forms of course communication. Writing should be in complete sentences and formatted at a level consistent with college expectations. Furthermore, all interactions for the course should be mindful of tone and should reflect how messages may be interpreted by others. Seeking clarification is encouraged, but it must be done in a polite and civil manner.

Others with Access

Individuals such as guest speakers, course evaluators, and technical support staff may access the online course site when necessary and appropriate.

College statement about F-grades and withdrawal policies

Students may withdraw from a course by processing an add/drop form during regular office hours through the [Registration and Records Office](#) at Main Campus or Romeoville Campus, or by phone at 815-744-2200. Please note the withdrawal dates listed on your bill or student schedule. Every course has its own withdrawal date. Failure to withdraw properly may result in a failing grade of 'F' in the course. At any time prior to the deadline dates established, an instructor may withdraw a student from class because of poor attendance, poor academic performance or inappropriate academic behavior, such as, but not limited to, cheating or plagiarism.

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as Facebook, a blog, or wiki. While some of these are required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identifiable/sensitive information. If you have any concerns about this, please contact your instructor.

Turn-It-In Notice

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com (through submission within the Canvas Learning Management System or otherwise) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference databases solely for the purpose of detecting plagiarism of such papers. Use of Turnitin.com service is subject to the [Usage Policy](#) posted on the Turnitin.com site. Our very own [JJC Library](#) offers some excellent guidance on how to properly cite sources.

Sexual Harassment

Joliet Junior College seeks to foster a community environment in which all members respect and trust each other. In a community in which persons respect and trust each other, there is no place for sexual harassment. JJC has a [strong policy prohibiting](#) the sexual harassment of one member of the college community by another. See Catalog or Student Handbook.

Supportive Resources and Student Support

- **IT Support:** Visit the Student Technology Resources page where you can learn about free access to Office 365 products. For technical support with your computer, email, software, and login support, visit the 24/7 Student Support. For technical assistance with Stream videos, please contact media@jjc.edu.
- **iCampus Support:** Contact the 24/7 iCampus Student Support Line at 224-208-2545 or by submitting a support request. Assistance is also available in the iCampus Center in Room J-4019 on the main campus, by calling 815-280-2481, or through email iCampussupport@jjc.edu.
- **Disability Services:** Joliet Junior College values diversity and inclusion; we are committed to a climate of mutual respect and full participation by providing an accessible learning experience for all students. If you are a student with a disability, you are encouraged to contact Disability Services at the office location, phone, or e-mail address provided below to establish accommodations under the Americans with Disabilities Act, Rehabilitation Act Section 504, and 508. If you are a student with a disability and anticipate or experience physical or academic barriers, please let your instructor know immediately so that options for accessibility can be discussed.

Office: A-1125 Phone: (815) 280-2613 Email: disabilityservices@jjc.edu

- **Tutoring and Learning Center:** JJC offers a number of free tutoring services on campus and online (Brainfuse). Many of these services are conveniently located in the Tutoring and Learning Center (TLC). Tutoring services are also available at City Center Campus and Romeoville Campus. Call to schedule an appointment. A link for Brainfuse, our free online tutoring service, is also available on this course's homepage.

Office Location: C-2010 Phone: (815) 280-2730 or (815) 280-CUBE (2823) Email: tutoring@jjc.edu

- **Testing Services:** Testing Services is a student support service that provides test administration for all JJC students at the Main, Romeoville, and City Center campuses. Students needing to take an iCampus, make-up, or accommodated test will need to make an appointment with Testing Services. Schedule your appointment through Testing Services via RegisterBlast under your iCampus Course Navigation Menu. Please note, all students will need a physical photo ID to test and will not be allowed to bring in their cell phone or any other electronics.

Testing Services also administers testing for Placement, CLEP, ASE Prometric, TEAS, and CNA. Anyone who wishes to review or prepare for these tests can visit the Tutoring & Learning Center for test preparation information. Check our website at jjc.edu/testing for hours of operation and a list of our testing guidelines. For more information, please email us at testing@jjc.edu or call us at 815-280-2261.

- **Student Advising Center:** Advisors help you make decisions for your future career and educational goals and guide you when you may find yourself stuck. Additional information about academic advising at JJC can be found at jjc.edu/advising. The Student Advising Center assists with making academic decisions, goals, and plans and provide additional support including new student transitions and first-semester registration, academic coaching to help students make the right educational choices, and transfer exploration. Once you have a solid academic plan, Faculty Advisors help map out all the academic requirements needed to complete a program. Faculty Advisors are experts in specific career and major areas and are available for most JJC programs. They provide assistance with major-specific educational planning transfer advising and specific career-related guidance.
- **Center for Student Wellness and Support – Mental Health:** As a student, you may carry several responsibilities outside the classroom along with the responsibility of being a JJC student. This can sometimes lead to stress, anxiety, strained relationships, and much more. Other times, we may just unexpectedly experience symptoms of feeling down, loss of motivation, difficulty concentrating, and/or experience difficult events in our lives. All these things can impact your emotional well-being and can impact your ability to perform academically. Please know that confidential mental health services are available through the Center for Student Wellness and Support (CSWS). Students may also access support for basic needs through Wolves Essentials Pantry, which offers food, hygiene items, clothing, and pet food to students.

In addition to in-person/virtual services, credit-seeking students may also access [TimelyCare](#), a 24/7 virtual mental health support platform available to JJC students.

Students can also visit the Center for Student Wellness and Support on Main Campus J-0003 or call 815-280-2936. Support and help are available for you.

- Student Resources: information on Testing Services, Academic Standards of Progress, Bookstore, Career Services, Disability Services, Library, Multicultural Student Affairs, Project Achieve, Records & Transcripts, Student Rights, Student Accounts & Payments, Tutoring & Learning Center, Veterans Resource Center, Wellness Advocates, and more.
- MyJJC: JJC portal provides access to many JJC services.
- LGBTQIA+ Supportive Resources: Joliet Junior College (JJC) works to ensure that all students have the opportunity to learn in a safe and supportive environment. JJC acknowledges that many students wish to indicate their pronouns and that some may use first names other than their legal first name to identify themselves. To initiate the process of sharing your chosen name and your pronouns, please visit the office of Student Rights and Responsibilities website [here](#).
 - MyJJC Portal - [Safe Zone](#)
 - MyJJC Portal - [LGBTQ+ Student Resources](#)
 - [Preferred Name Change Form](#)
 - [Supportive Tips for Faculty and Staff](#)
 - [Library LibGuide for Lesbian, Gay, Bisexual, Transgender, and Queer Resources](#)

Student Planning Tool

The Student Planning Tool combines degree audit information and upcoming schedule of classes so students can easily plan and register for courses that fulfill degree or certificate requirements. Student Planning allows JJC students to chart a clear path to graduation in partnership with their Advisor to create an educational plan mapping out their path to completion. Student planning is a web-based self-service tool that makes it easy to know what classes are needed for your degree or certificate and in which semester to take them. For questions about Student Planning visit the [Student Advising Center](#) at the Main, Romeoville, or City Center campuses or call 815-280-2673.