CD M10: LANGUAGE ARTS AND LITERACY IN EARLY CHILDHOOD EDUCATION

Originator
scoulter

College
Moorpark College

Discipline (CB01A)
CD - Child Development

Course Number (CB01B)
M10

Course Title (CB02)
Language Arts and Literacy in Early Childhood Education

Banner/Short Title
Language Arts in ECE

Credit Type
Credit

Start Term
Fall 2023

Catalog Course Description
Presents theoretical foundations and developmentally appropriate practices for designing supportive environments, selecting appropriate materials, and developing, presenting, and evaluating curriculum in the language arts for young children. Introduces current research on children's development of language and literacy, creativity, and cognition.

Taxonomy of Programs (TOP) Code (CB03)
1305.00 - *Child Development/Early Care and Education

Course Credit Status (CB04)
D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)
B (Transferable to CSU only)

Course Basic Skills Status (CB08)
N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)
C - Clearly Occupational

Course Cooperative Work Experience Education Status (CB10)
N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)
Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)
N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)
Y - Not Applicable

Course Noncredit Category (CB22)
Y - Credit Course

Funding Agency Category (CB23)
Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)
1 - Program Applicable

General Education Status (CB25)
Y - Not Applicable

Support Course Status (CB26)
N - Course is not a support course

Field trips
Will be required

Faculty notes on field trips; include possible destinations or other pertinent information
Early childhood programs in the community pre-school; Resource and referral program in the County

Grading method
(L) Letter Graded

Alternate grading methods
(O) Student Option- Letter/Pass
(P) Pass/No Pass Grading

Does this course require an instructional materials fee?
No

Repeatable for Credit
No

Is this course part of a family?
No

Units and Hours

Carnegie Unit Override
No

In-Class

Lecture
Minimum Contact/In-Class Lecture Hours
52.5
Maximum Contact/In-Class Lecture Hours
52.5

Activity

Laboratory

Total in-Class

Total in-Class
Total Minimum Contact/In-Class Hours
52.5

Total Maximum Contact/In-Class Hours
52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class
Minimum Outside-of-Class Hours
105
Maximum Outside-of-Class Hours
105

Total Student Learning

Total Student Learning
Total Minimum Student Learning Hours
157.5
Total Maximum Student Learning Hours
157.5

Minimum Units (CB07)
3
Maximum Units (CB06)
3

Advisories on Recommended Preparation
CD M02 and CD M14

Requisite Justification
Requisite Type
Recommended Preparation

Requisite
CD M02 and CD M14

Requisite Description
Course in a sequence

Level of Scrutiny/Justification
Content review

Student Learning Outcomes (CSLOs)	
	Upon satisfactory completion of the course, students will be able to:
1	demonstrate increased skill in the art of storytelling and reading aloud to children.

Course Objectives	
	Upon satisfactory completion of the course, students will be able to:
1	apply developmental theory to curricula and integrate literature into the early childhood classroom.
2	demonstrate knowledge of a body of children's literature and gain understanding of the benefits of books in the early childhood classroom.

3	evaluate children's literature and poetry for developmental appropriateness and anti-bias content.
4	demonstrate increased skill in the art of storytelling and reading aloud to children.
5	apply the planning cycle of observation, curriculum planning, assessment, and documentation.
6	identify and apply state and national standards that are related to language art curriculum.
7	describe the role of the early childhood teacher in facilitating an integrated language arts curriculum and supporting development through intentional teaching.
8	support effectively language and literacy development of multilingual learners and children with varying abilities.

Course Content

Lecture/Course Content
- **15% - Sequence of reading, writing, and language development**
- **10% - Role of the teacher:**
  - Intentional teaching
- **5% - State and national standards and assessment tools**
- **20% - Promoting early literacy in the classroom:**
  - Print-rich environments
- **20% - Children's literature genres:**
  - Picture books
  - Poetry
  - Nonfiction
  - Fairy tales
  - Fantasy
- **10% - Evaluating and selecting literature for children:**
  - Multicultural and anti-bias principles
- **10% - Curriculum planning cycle:**
  - Integrated curriculum
- **10% - Strategies to support multilingual learners**

Laboratory or Activity Content

n/a

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression
Skills demonstrations

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
Film/video productions
Group projects
Individual projects
Journals
Objective exams
Oral analysis/critiques
Oral presentations
Quizzes
Recitations
Reports/papers
Research papers
Role playing
Simulations
Skills demonstrations
Skills tests or practical examinations
Written creation (poem, screenplay, song)
Other (specify)
Classroom Discussion
Projects

Participation
Reports/Papers/Journals

Other

Resource file
Children's book evaluation
Language Arts lesson plan and presentation
Development of classroom writing center

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
Case studies
Class activities
Class discussions
Collaborative group work
Computer-aided presentations
Demonstrations
Distance Education
Group discussions
Guest speakers
Instructor-guided interpretation and analysis
Instructor-guided use of technology
Internet research
Lecture
Role-playing
Small group activities
Other (specify)

Specify other method of instruction

Group Projects
Student Presentations

Describe specific examples of the methods the instructor will use:

Instructor will use PowerPoint presentation, short videos, group activity, and classroom demonstration to explain course content. Instructor will bring students into the Child Development Center to conduct observations.

Representative Course Assignments

Writing Assignments
  • Written analysis of classroom observations of teachers and children involved in language arts experiences.
  • Reflective writing/journal assignments that are reactions to class discussions.
  • Summary and analysis of guest lecture or other outside-of-class presentations.

Critical Thinking Assignments
  • Critique of professional early childhood journal articles pertaining to language arts curricula, assessing strengths and weaknesses of content, and applicability to diverse early childhood settings.
  • Creation, implementation, and evaluation of language arts lesson plans based upon state and national standards.
  • Analysis of classroom observations of teachers and children involved in language arts experiences.

Reading Assignments
  • Read state and national standards for language arts.
  • Read children's literature in these genres:
    • Picture books
    • Poetry
    • Nonfiction
    • Fairy tales
    • Fantasy

Skills Demonstrations
- Read aloud a children's book utilizing effective read-aloud techniques.
- Plan and present a reading activity.
- Plan and present a speaking and/or listening activity.
- Plan and present a drawing and/or writing activity.

Outside Assignments

Representative Outside Assignments
- Children's book analysis for developmentally and culturally appropriate content.
- Development, implementation, and evaluation of language arts curriculum plans.
- Cooperative group planning for oral presentations on language arts activities.

Articulation

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
CSU Channel Islands	ENGL 212	Children's Literature in a Diverse World	3

Comparable Courses within the VCCCD

CD R133 - Language Arts/Early Childhood
CD V11 - Language and Literacy in Early Childhood Education

Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
Pasadena College	CHDV 118	Language Arts and Literacy for Young Children	3
Compton College	CDF 66	Language Arts for Young Children	3
Saddleback College	CD 115	Literacy in Early Childhood	3
Copper Mountain College	CD 019	Language Arts and Literacy for Young Children	3

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

Course is CSU transferable
Yes

CSU Baccalaureate List effective term:
F1995

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type
Textbook

Description
Turnbull, Khara L. Pence, and Laura M. Justice. *Language Development from Theory to Practice.* 3rd ed., Pearson, 2017.

Resource Type
Other Resource Type

Description
California State Department of Education. *California Preschool Curriculum Framework, Vol. 1*. 2011, http://www.cde.ca.gov/sp/cd/re/documents/psframeworkkvol1.pdf. Accessed 14 Sept 2022.

Resource Type
Other Resource Type

Description
California State Department of Education. *California Preschool Learning Foundations, Vol. 1*. 2008, http://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf. Accessed 14 Sept 2022.

Resource Type
Other Resource Type

Description
California Department of Education. *California Common Core State Standards English Language Arts & Literacy*. 2013, https://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf. Accessed 14 Sept 2022.

Resource Type
Textbook

Description
Saracho, Olivia N., ed. *Research in young children's literacy and language development: Language and literacy development for different populations*. Routledge, 2021.

Resource Type
Textbook

Description
Meier, Daniel R. *Supporting literacies for children of color: A strength-based approach to preschool literacy*. Routledge, 2019.

Library Resources

Assignments requiring library resources
Children's picture book evaluation.

Sufficient Library Resources exist
Yes

Example of Assignments Requiring Library Resources
Research, using the Library's print and online resources, on such topics as how reading aloud and shared bookreading assist in the development of oral language skills and reading abilities of children.

Distance Education Addendum

Definitions

Distance Education Modalities
Hybrid (1%–50% online)
Hybrid (51%–99% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.
Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.
Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.

E-mail	E-mail, class announcements and various learning management system tools such as "Message Students Who" and "Assignment Comments", will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.
Face to Face (by student request; cannot be required)	The instructor will hold weekly, scheduled office hours for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form "study groups" in person or online. Note: For hybrid classes, face-to-face class time will provide opportunities for students to discuss amongst themselves (in groups or pairs) and ask questions about the material to facilitate SLOs and course outcomes.
Other DE (e.g., recorded lectures)	Faculty may use a variety of ADA compliant tools and media integrated within the learning management system to help students reach SLO competency. Tools may include: Recorded Lectures, Narrated Slides, Screencasts, Instructor created content, MC Online Library Resources, Canvas Peer Review Tool, Canvas Student Groups (Assignments, Discussions), Websites and Blogs, Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)
Synchronous Dialog (e.g., online chat)	Instructor may provide a set time each week where s/he will be available for synchronous chat and be available in the discussion board and can answer questions in live time.
Video Conferencing	Video tools such as Zoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.
Telephone	Instructor may provide a phone number for the students where they can leave a voicemail and expect a call back within 24 hours.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
E-mail	E-mail, class announcements and various learning management system tools such as "Message Students Who" and "Assignment Comments", will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.
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Telephone	Instructor may provide a phone number for the students where they can leave a voicemail and expect a call back within 24 hours.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Face to Face (by student request; cannot be required)	The instructor will hold weekly, scheduled office hours for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form "study groups" in person or online. Note: For hybrid classes, face-to-face class time will provide opportunities for students to discuss amongst themselves (in groups or pairs) and ask questions about the material to facilitate SLOs and course outcomes.
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Examinations

Hybrid (1%–50% online) Modality
On campus
Online

Hybrid (51%–99% online) Modality
On campus
Online

Primary Minimum Qualification
CHILD DEV/ECE

Review and Approval Dates

Department Chair
09/01/2022

Dean
09/06/2022

Technical Review
09/15/2022

Curriculum Committee
09/20/2022

DTRW-I
MM/DD/YYYY

Curriculum Committee
MM/DD/YYYY

Board
MM/DD/YYYY

CCCCO
MM/DD/YYYY

Control Number
CCC000429767

DOE/accreditation approval date
MM/DD/YYYY