CD M71: CA PRESCHOOL FOUNDATIONS AND FRAMEWORKS: LANGUAGE AND LITERACY

Originator
scoulter

College
Moorpark College

Discipline (CB01A)
CD - Child Development

Course Number (CB01B)
M71

Course Title (CB02)
CA Preschool Foundations and Frameworks: Language and Literacy

Banner/Short Title
CA Foun/Fram Lang-Literacy

Credit Type
Credit

Start Term
Fall 2023

Catalog Course Description
Introduces the language and literacy development domain in the California Preschool Learning Foundations and Frameworks including the strands of listening and speaking, reading, and writing. Provides practical considerations for implementing the curriculum frameworks developed for this domain. Prepares those working with students in early care and education programs including transitional kindergarten, kindergarten, and early education classrooms.

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
May 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
17.5
Maximum Contact/In-Class Lecture Hours
17.5

Activity

Laboratory

Total in-Class

Total in-Class
Total Minimum Contact/In-Class Hours
17.5

Total Maximum Contact/In-Class Hours
17.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class
Minimum Outside-of-Class Hours
35
Maximum Outside-of-Class Hours
35

Total Student Learning

Total Student Learning
Total Minimum Student Learning Hours
52.5
Total Maximum Student Learning Hours
52.5

Minimum Units (CB07)
1
Maximum Units (CB06)
1

Student Learning Outcomes (CSLOs)	
	Upon satisfactory completion of the course, students will be able to:
1	explain the roles of the California Preschool Learning Foundations and Frameworks in the education of young children and their relationship to the Desired Results Developmental (DRDP), California Common Core State Standards for kindergarten and Content Standards for California Public Schools (kindergarten).
2	plan environments and experiences, based on observation of children, to support children's language and literacy development.
3	describe how teachers can collaborate with parents and other caregivers to support children's language and literacy development.

Course Objectives

	Upon satisfactory completion of the course, students will be able to:
1	define the roles of the California Preschool Learning Foundations and Frameworks: Language and Literacy in the education of young children and their relationship to the Desired Results Developmental Profile (DRDP), California Common Core State Standards for kindergarten and Content Standards for California Public Schools (kindergarten).
2	apply knowledge of the language and literacy strands to select materials and plan meaningful experiences in the classroom to promote children's learning and use of language and literacy skills and concepts.
3	discuss the ways teachers collaborate with parents and other caregivers to support children in their development of language, reading, and writing skills.
4	describe opportunities to use listening and speaking, reading, and writing into daily routines and across all areas of the curriculum.

Course Content

Lecture/Course Content
- **10% - Introduction to the California Preschool Learning Foundations: Language and Literature**
  - Purpose and use
  - Relationship to the California Common Core State Standards for kindergarten and Content Standards for California Public Schools (kindergarten)
  - Relationship to Desired Results Developmental Profile (DRDP)
- **30% - Language and Literature Strands**
  - Listening and speaking
  - Reading
  - Writing
- **40% - Implementation of the Foundations and Frameworks**
  - Planning curriculum based on observation of children's interests, skills and abilities
  - Providing daily experiences and routines as a vehicle to provide diverse opportunities for children to learn and use listening, speaking, reading, and writing
  - Selecting books, materials, supplies to provide literacy rich environment
  - Integrating literacy opportunities into daily routines and across all areas of the curriculum
- **10% - Supporting English language learners in developing English literacy skills**
- **10% - Partnering with parents and other caregivers to include meaningful experiences designed to promote language and literacy including**preserving home language

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 presentations
Problem-solving exams
Quizzes
Reports/papers
Research papers
Role playing
Simulations
Skills demonstrations
Written homework
Other (specify)
Classroom Discussion
Projects
Participation
Reports/Papers/Journals

Other

Video documentation of curriculum projects incorporating aspects of the
complete planning cycle such as observation, planning, implementation, and evaluation/documentation.

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
Field trips
Group discussions
Guest speakers
Instructor-guided interpretation and analysis
Instructor-guided use of technology
Internet research
Lecture
Modeling
Observation
Readings
Role-playing
Small group activities
Web-based presentations
Other (specify)

Specify other method of instruction

Language and literacy curriculum experience

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
  • Write an evaluation of curriculum plans based upon criteria established in the California Preschool Curriculum Framework.
  • Write an essay on how the learning environment effects how children learn to talk, read, and write.
  • Write an analysis of an observed literacy activity.

Critical Thinking Assignments
  • Identify meaningful literacy experiences in the classroom.
  • Analyze curriculum plans for their ability to meet children's interests and abilities.
  • Evaluate early childhood literacy activity based on state and national standards.

Reading Assignments
  • Read a current Child Development journal article pertaining to course topics such as how children learn to talk, read, and write.
  • Read a current news article pertaining to course topics such as how children learn to talk, read, and write.

Skills Demonstrations
  • Role-play a conversation between a teacher and a child's caregiver(s).
  • Role-play a conversation between a teacher and an administrator.
  • Present analysis of a current news article on a course topic to the class.
  • Present analysis of a current Child Development journal article on a course topic to the class.

Outside Assignments

Representative Outside Assignments
  • Observe a classroom teacher facilitating an activity which promotes literacy development.
  • Read professional journal articles on topics such as phonological awareness and print recognition.
  • Develop lesson plans and activities to promote literacy.

Articulation

Comparable Courses within the VCCCD

CD V11 - Language and Literacy in Early Childhood Education

Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
Chabot College	ECD 34	Literacy: Preschool Foundations	1

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:

S2018

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
Meier, Daniel R. *Supporting Literacies for Children of Color: A Strength-Based Approach to Preschool Literacy*. Routledge, 2019.

Resource Type
Textbook

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

Resource Type
Textbook

Description
Otto, Beverly W. *Language Development in Early Childhood Education.* 5th ed., Pearson, 2017.

Resource Type
Other Resource Type

Description
California Department of Education. *California Preschool Program Guidelines*. 2015, http://www.cde.ca.gov/sp/cd/re/documents/preschoolproggdlns2015.pdf. Accessed 14 Sept. 2022.

Resource Type
Other Resource Type

Description

California Department of Education. *Desired Results Developmental Profile (DRDP)* – Preschool View. 2015, http://www.cde.ca.gov/sp/cd/ci/documents/drdp2015preschool.pdf. Accessed 14 Sept 2022.

Resource Type

Other Resource Type

Description

California Department of Education. *DRDP-K; Desired Results Developmental Profile – K.* 2015, http://www.drdpk.org/docs/DRDP2015K_Final_12032015.pdf. Accessed 14 Sept. 2022.

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 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 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.

Library Resources

Assignments requiring library resources

Research using the Library's print and online resources via databases such as Exchange Press Articles on Demand and EBSCO ERIC.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Journal article review and analysis; and research, using the Library's print and online resources, on concepts such as phonological awareness and word/print recognition.

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.

Telephone	Instructor may provide a phone number for the students where they can leave a voicemail and expect a call back within 24 hours.
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.

Hybrid (51%–99% 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.
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100% 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.
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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
CCC000587058

DOE/accreditation approval date
MM/DD/YYYY