ECE R133: LANGUAGE ARTS IN EARLY CHILDHOOD

Originator
pmendez

Co-Contributor(s)

Name(s)
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College
Oxnard College

Discipline (CB01A)
ECE - Early Childhood Education

Course Number (CB01B)
R133

Course Title (CB02)
Language Arts in Early Childhood

Banner/Short Title
Language Arts/Early Childhood

Credit Type
Credit

Start Term
Fall 2021

Formerly
CD R133

Catalog Course Description
This course provides current information and practice of language arts and literature experiences for young children. It explores experiences which support and extend children's ability to use language as a means of communication, medium of creative expression, and tool in the development of logical thought. It also provides a foundation for the child's early literacy. Students will learn to use poetry, puppetry, flannel board material, storytelling, and children's literature as tools to support pre-reading and pre-writing skills.

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)
2 - Not 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
Field trips may be required to: Day care programs, per-schools, intervention programs, school programs, Public Libraries.

Grading method
Letter Graded

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
52.50
Maximum Contact/In-Class Lecture Hours
52.50

Activity

Laboratory

Total in-Class

Total in-Class
Total Minimum Contact/In-Class Hours
52.50
Total Maximum Contact/In-Class Hours
52.50

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class
Minimum Outside-of-Class Hours
105.00
Maximum Outside-of-Class Hours
105.00

Total Student Learning

Total Student Learning
Total Minimum Student Learning Hours
157.50
Total Maximum Student Learning Hours
157.50

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

Student Learning Outcomes (CSLOs)	
	Upon satisfactory completion of the course, students will be able to:
1	Describe emerging developmental literacy skills in early childhood.
2	Discuss standard and non-standard English; describe the teacher's role with dual-language learners.
3	Explain how foundational knowledge of child development and learning theories inform environments, pedagogy, and interactions in early language development and education settings.

Course Objectives

	Upon satisfactory completion of the course, students will be able to:
1	Design and implement language and literacy curriculum based on the developmental stages of young children.
2	Demonstrate ability to read to children using strategies that can illicit critical thinking as children are asked to anticipate, conclude, interpret or draw conclusions about stories.
3	Synthesize the types of activities that support language as a mode of communication.
4	Analyze opportunities that can support self-expression in young children as the children use listening skills, memory skills, and associative skills.

5	Explain the difference between oral and written stories, e.g. children can experience storytelling or they can look at a book and the adult can read the story.
6	Evaluate children's literature that are developmentally appropriate, are written in an unbiased way, build knowledge, enhance vocabulary and word comprehension.
7	Explain, prepare and deliver the English Learners Development foundations in language and literacy for preschool children whose home langue is not English.
8	Develop cultural literacy that reflects a culture's knowledge of significant ideas, events, values, and the essence of that culture's identity.

Course Content

Lecture/Course Content

1. Development of Language and Listening Skills in Young Children
   a. Criteria for planning
      i. Age level
      ii. Selection
      iii. Scheduling into the program
      iv. The child as a listener
      v. The child as a participant
      vi. Widening horizons of understanding
   b. Literature in the home
   c. Meeting program needs through literature
   d. Characteristics of literature that appeal to children
2. Speech Growth-Conversation, Expression and Dramatization
   a. Realizing speaking goals
   b. Puppetry and beginning drama experiences
   c. Group times
3. Language Development-Emerging Literacy in the Young Child
   a. Beginning of communication
   b. The tasks of the toddler
   c. Preschool years
   d. Growth systems affecting early language abilities
4. Introducing Literature
   a. Flannel board
   b. Finger plays and action rhymes
   c. Multi-media aids
      i. Recorded stories
      ii. Compact Disks and tapes
      iii. Video stories
   d. Language and children's television
   e. Storytelling with or without props
5. Print Awareness and Use
   a. Print-early knowledge and emerging interest
   b. Print rich environments
6. Evaluating Children's Literature
   a. The characters (whether stereotypical or present with respect to the ethnic group)
   b. Factual books and concepts presented to the children
   c. The balance between the pictures and the text
7. Present and Explain the Foundations in Supporting Young Dual Language Learners and Culture
   a. Programs support both home language maintenance and English-language development in the learning environment
   b. Teacher plan and implement learning experiences based on multiple and cultural forms of assessment and collaborative planning
   c. Programs and teacher engage in dual language curriculum planning that includes an integrated approach to all domains of learning and development
   d. Teacher gains ideas on how to use nonverbal and verbal strategies to communicate with others. Dual language learners begin to understand and use social conversations in English

Laboratory or Activity Content
None (this is not a lab course).

Methods of Evaluation

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

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
Essays
Group projects
Individual projects
Journals
Objective exams
Oral presentations
Performances
Projects
Portfolios
Quizzes
Role playing
Reports/papers
Research papers

Instructional Methodology

Specify the methods of instruction that may be employed in this course
Audio-visual presentations
Collaborative group work
Class activities
Class discussions
Case studies
Distance Education
Demonstrations
Field trips
Group discussions
Internet research
Practica
Role-playing
Small group activities

Describe specific examples of the methods the instructor will use:

1. Present with PowerPoint and/or videos (i.e.,California Foundations in relation to Young Dual Language Learners, California's Best Practices for Young dual Language Learners).

2. Present the Legislative and administrative policy information in reference to Early Education by providing resources online (i.e.http://www.naeyc.org/content/stay-connected; http://families.naeyc.org/blog).

3. Upload the California Preschool Learning Foundations, Volume I, II, and III; and demonstrate to students how to develop a lesson plan with developmental appropriate practices based on child age. (http://cde.ca.gov/re/pn/fd/documents/preschoolf.pdf).

4. Demonstrate with videos how to properly read books to children and how to develop activities (i.e. STEAM), resources will be presented.

Representative Course Assignments

Writing Assignments
1. Answer questions at the end of each chapter as assigned by instructor, e.g. "What are some ways that a teacher can promote language growth?"
2. Write and prepare five children's books (using different themes that are of interest to young children. The books must be laminated with pictures and with text)
3. Written report evaluating 20 children's books
4. Written observation and analysis of the book presentation done to a group of preschool children

5. Research and report about literature that is appropriate for bilingual children
6. Written objectives for activities with flannel board stories

Critical Thinking Assignments

The instructor will present cases on children with challenges in communication/expression/listening skills. Instructor will present cses on children who's English is their second language. Students will need to present lesson plans with strategies on how to support these challenges.

Reading Assignments

1. Read weekly one chapter of the book, e.g. Children's Literature and Creative Teachers.
2. Read two articles provided by the instructor.
3. Read the tree Volumes provided by the California Preschool Learning Foundations, Volume I, Volume II, and Volume III
4. Read the Preschool English Learners Principles and Guidelines to Promote Language, Literacy, and Learning. Provided by the California Department of Education (http://www.cde.ca.gov/sp/cd/re/documents/psenglearnersed2.pdf)
5. Read the California's Best Practices for Young Dual Language Learners (http://www.cde.ca.gov/sp/cd/ce/documents/dllresearchpapers.pdf)

Other assignments (if applicable)

1. Do a presentation on language/literacy activities that are appropriate for young children
2. Prepare a dramatization of a story with the use of puppets
3. Visit/or at home read to a a child/small group of children using the skills learned on how properly engage children in a reading
4. Individually put in order the developmental stages for listening and language stages of young children, from one year or age to 8 years of age

Outside Assignments

Representative Outside Assignments

1. Read weekly one chapter of the book, e.g. Children's Literature and Creative Teachers, and answer to the assigned questions by professor
2. Read two articles provided by the instructor, analyze the content and write 2 paragraphs per each article.
3. Read the tree Volumes provided by the California Preschool Learning Foundations, Volume I, Volume II, and Volume III. Use these Volumes when developing lesson plans and activities for children. This will support your goals and objectives based on age appropriate.
4. Read the Preschool English Learners Principles and Guidelines to Promote Language, Literacy, and Learning. Provided by the California Department of Education (http://www.cde.ca.gov/sp/cd/re/documents/psenglearnersed2.pdf). Develop a letter for parents utilizing the guidelines presented in this reading, to inform them about the importance of communicating with young children and providing suggestions.
5. Read the California's Best Practices for Young Dual Language Learners (http://www.cde.ca.gov/sp/cd/ce/documents/dllresearchpapers.pdf) Develop activities for children who's English is their second language, use strategies suggested in this reading.

Articulation

Comparable Courses within the VCCCD

CD M10 - Language Arts and Literacy in Early Childhood Education
CD V11 - Language and Literacy in Early Childhood Education

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 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
Machado, J. M. *Early Childhood Experiences in Language Arts* (11th.). Belmont, CA Wadsworth, Cengage Learning. (2016) or Latest Edition

Resource Type
Other Resource Type

Description
children's books, e.g. Click, Clack, Moo Cows That Type (a Caldecott Honor book).

Resource Type
Other Resource Type

Description
Web resources: http://www.cde.ca.gov/re/fd/documents/preschoollf/pdf

Resource Type
Other Resource Type

Description
http://www.cde.ca.gov/sp/cd/re/documents/psenglearnersed2.pdf

Distance Education Addendum

Definitions

Distance Education Modalities
Hybrid (51%–99% online)
Hybrid (1%–50% 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
E-mail	Regular email/messages, correspondence between professor and students.
Face to Face (by student request; cannot be required)	Student may request in-person conferences in conjunction with the face to face protion of the hybrid class time.
Video Conferencing	The instructor may choose to provide online video conference times.
Synchronous Dialog (e.g., online chat)	The instructor may choose to provide online chat room conference times and/or Zoom meetings.
Asynchronous Dialog (e.g., discussion board)	Regular discussions between students via boards, assignments, and quizzes.
Other DE (e.g., recorded lectures)	The instructor may choose to record video lectures and presentations. Heshe may also use pre-existing video(s) or other digital material(s).
Telephone	The instructor may choose to provide telephone conference times.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Face to Face (by student request; cannot be required)	Student may request in-person conferences in conjunction with the face to face protion of the hybrid class time.
E-mail	Regular email correspondence between students and instructor
Video Conferencing	The instructor may choose to provide online video conference times.
Synchronous Dialog (e.g., online chat)	The instructor may choose to provide online chat room conference times and Zoom.
Asynchronous Dialog (e.g., discussion board)	Regular discussions, assignments and/or quizzes.
Other DE (e.g., recorded lectures)	The instructor may choose to record video lectures and presentations. Heshe may also use pre-existing video(s) or other digital material(s).
Telephone	The instructor may choose to provide telephone conference times.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
E-mail	Regular email correspondence between students and instructor.
Video Conferencing	The instructor may choose to provide online video conference times.
Synchronous Dialog (e.g., online chat)	The instructor may choose to provide online chat room conference and Zoom times.
Asynchronous Dialog (e.g., discussion board)	Regular discussions between students via boards, assignments and/or quizzes.
Other DE (e.g., recorded lectures)	The instructor may choose to record video lectures and presentations. Heshe may also use pre-existing video(s) or other digital material(s).
Telephone	The instructor may choose to provide telephone conference times.

Examinations

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

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

Primary Minimum Qualification
CHILD DEV/ECE

Additional Minimum Qualifications

Minimum Qualifications
EarlyChildhood Education

Review and Approval Dates

Department Chair
09/05/2020

Dean
09/06/2020

Technical Review
09/09/2020

Curriculum Committee
09/09/2020

DTRW-I
09/10/2020

Curriculum Committee
12/09/2020

Board
MM/DD/YYYY

CCCCO
01/07/2021

Control Number
CCC000548440

DOE/accreditation approval date
MM/DD/YYYY