COLLEGE OF THE DESERT

Course Outline of Record

1. Course Code: ECE-019
2.   a. Long Course Title: Children's Language & Literature
       b. Short Course Title: CHILDRENS LANG/LIT
3.   a. Catalog Course Description:

   This course is an overview of children's emerging literacy and language skills. At the end of this course students will demonstrate their knowledge of language acquisition in young children, how literacy skills emerge in young children, and what a teacher's role is in assisting the learning process.

   b. Class Schedule Course Description:

   Use best teaching practices to help children develop language and literacy skills.

   c. Semester Cycle (*if applicable*): n/a
   d. Name of Approved Program(s):
   - EARLY CHILDHOOD EDUCATION MASTER TEACHER

4. Total Units: 3.00   Total Semester Hrs: 54.00

   Lecture Units: 3   Semester Lecture Hrs: 54.00

   Lab Units: 0   Semester Lab Hrs: 0

      Class Size Maximum: 30   Allow Audit: No

      Repeatability No Repeats Allowed

      Justification 0

5. Prerequisite or Corequisite Courses or Advisories:

   Course with requisite(s) and/or advisory is required to complete Content Review Matrix (CCForm1-A)

   Prerequisite: ECE 010

6. Textbooks, Required Reading or Software: *(List in APA or MLA format.)*

   a. Beatty, Janice J., & Linda Pratt (2011). *Early Literacy in Preschool and Kindergarten: a Multicultural Perspective* (3rd or most rec./e). Pearson Education Publishing . ISBN: 0-13-014828-8

   College Level: Yes

   Flesch-Kincaid reading level: *N/A*

7. Entrance Skills: *Before entering the course students must be able:*

   a. Explain the major milestones to the study of human development
   - ECE 010 - Examine and discuss major theories of child development.
   - ECE 010 - Examine ways in which developmental domains are continuous, sequential and interrelated.

   b. Identify, describe, and apply major concepts and principles of human development from conception to nineteen years of age.
   - ECE 010 - Examine and discuss major theories of child development.
   - ECE 010 - Examine ways in which developmental domains are continuous, sequential and interrelated.
   - ECE 010 - Demonstrate knowledge of the physical, social/emotional, cognitive and language development of children, both typical and atypical, in major developmental stages.
   - ECE 010 - Investigate and explain sources of developmental change and reasons for disturbances in the developmental process.
   - ECE 010 - Demonstrate knowledge of current research findings as they apply to child development.
   - ECE 010 - Examine and evaluate the importance of the early years and the effects of interaction between the individual and her/his environment.

   c. Identify and discuss major issues in the study of human development
   - ECE 010 - Demonstrate knowledge of current research findings as they apply to child development.
   - ECE 010 - Examine and explain how bias can influence the research process.

- ECE 010 - Examine and evaluate the importance of the early years and the effects of interaction between the individual and her/his environment.
- ECE 010 - Examine and evaluate the role of family in facilitating children's development.
- ECE 010 - Examine and evaluate the role of teachers and other professionals in facilitating children's development.
- ECE 010 - Identify and describe risk factors that impact families and child at each major developmental stage.
- ECE 010 - Investigate and explain the process of bilingual development in children at various stages.
- ECE 010 - Describe and explain biological and environmental factors influencing the development of identity and self-esteem in children of all ages.

 d. Analyze the concepts and principles of human development to personal and professional situations.

- ECE 010 - Demonstrate objective techniques and skills when observing, interviewing, describing and evaluating behavior in children of all ages cultures and backgrounds and their caregivers.
- ECE 010 - Examine and evaluate the importance of the early years and the effects of interaction between the individual and her/his environment.
- ECE 010 - Examine and evaluate the role of teachers and other professionals in facilitating children's development.
- ECE 010 - Examine and evaluate the role of play and its relationship to development at various stages.
- ECE 010 - Examine and evaluate the role of play and its relationship to development at various stages.
- ECE 010 - Identify and describe risk factors that impact families and child at each major developmental stage.
- ECE 010 - Investigate and explain the process of bilingual development in children at various stages.
- ECE 010 - Describe and explain biological and environmental factors influencing the development of identity and self-esteem in children of all ages.

 e. Describe how the theories are used in planning appropriate environments for children with diverse developmental patterns.

- ECE 010 - Investigate and explain sources of developmental change and reasons for disturbances in the developmental process.
- ECE 010 - Demonstrate objective techniques and skills when observing, interviewing, describing and evaluating behavior in children of all ages cultures and backgrounds and their caregivers.

 f. Complete observations of infants, toddlers, preschool, and school-aged children.

- ECE 010 - Demonstrate objective techniques and skills when observing, interviewing, describing and evaluating behavior in children of all ages cultures and backgrounds and their caregivers.

8. Course Content and Scope:

 Lecture:

a. The teacher's role in providing prereading experiences and enhancing the development of language of the young child.
b. Obtaining the approved manuscript writing skills.
c. Emphasis on the values and selection of literature in the early childhood education program.
d. Demonstration of techniques and values of storytelling, felt boards, picture files, story records, tape recordings, puppets, and computer software.
e. Exploration of creative dramatics and poetry for young children.

 Lab: *(if the "Lab Hours" is greater than zero this is required)*

9. Course Student Learning Outcomes:
 1. Observe and analyze children's language development.
 2. Critique and assess children's books for developmental and cultural appropriateness.
 3. Plan language and literacy activities that utilize developmentally appropriate practice.
 4. Create an early childhood learning environment for literature and language experiences using felt stories, puppets, children's songs, and children's books.

10. Course Objectives: *Upon completion of this course, students will be able to:*
 a. Review the principles of language acquisition and devise a developmental approach to planning a language program for children

b. Identify resources for children with language delays

c. Demonstrate language arts experiences for children in class.

d. Compare a variety of methods and materials, including nonsexist, multicultural and bibliotherapy, which are related to emerging literacy experiences for young children.

e. List resources and strategies for children who are English language learners

f. Identify resources, innovative approaches, and demonstrate skills in selecting and reading books for young children.

g. List strategies to build an inclusive classroom library

h. Write lesson plans and present appropriate language art experiences.

i. Identify resources and methods to assist parents in supporting appropriate language and literacy experiences for their children.

11. Methods of Instruction: *(Integration: Elements should validate parallel course outline elements)*
   a. Demonstration, Repetition/Practice
   b. Discussion
   c. Lecture
   d. Observation

12. Assignments: *(List samples of specific activities/assignments students are expected to complete both in and outside of class.)*
   In Class Hours: 54.00
   Outside Class Hours: 108.00
   a. In-class Assignments

   > 1. Class reports
   > 2. Projects
   > 3. Demonstrations

   b. Out-of-class Assignments

   > 1. Observe a child's social interaction (play vignette) and write an objective description describing the language development of that child.
   > 2. Critique a child's picture book (and cultural character book) according to appropriate growth and development of the child.
   > 3. Plan a thematic lesson plan based on developmentally appropriate curriculum guidelines established by the National Association for the Education of Young Children.
   > 4. Prepare an early childhood classroom for literature and language experiences using felt stories, puppets, children's songs, and children's books.

13. Methods of Evaluating Student Progress: *The student will demonstrate proficiency by:*
   - Written homework
   - Guided/unguided journals
   - Presentations/student demonstration observations
   - Group activity participation/observation

14. Methods of Evaluating: Additional Assesment Information:

15. Need/Purpose/Rationale -- *All courses must meet one or more CCC missions.*
   PO - Career and Technical Education
      Apply critical thinking skills to execute daily duties in their area of employment.
      Exhibit effective written, oral communication and interpersonal skills.
   IO - Critical Thinking and Communication
      Appreciate diversity as it is expressed in multiple disciplines and across various cultures through reading, speaking and writing.
      Utilizing various communication modalities, display creative expression, original thinking, and symbolic discourse.

16. Comparable Transfer Course

University System	Campus	Course Number	Course Title	Catalog Year

17. Special Materials and/or Equipment Required of Students:

18. Materials Fees: ☐ Required Material?

Material or Item	**Cost Per Unit**	**Total Cost**

19. Provide Reasons for the Substantial Modifications or New Course:

periodic review

20.   a. Cross-Listed Course *(Enter Course Code)*: *N/A*
        b. Replacement Course *(Enter original Course Code)*: *N/A*

21. Grading Method *(choose one)*: Letter Grade Only

22. MIS Course Data Elements
        a. Course Control Number [CB00]: CCC000237335
        b. T.O.P. Code [CB03]: 130500.00 - Child Development/Early C
        c. Credit Status [CB04]: D - Credit - Degree Applicable
        d. Course Transfer Status [CB05]: B = Transfer CSU
        e. Basic Skills Status [CB08]: 2N = Not basic skills course
        f. Vocational Status [CB09]: Advanced Occupational
        g. Course Classification [CB11]: Y - Credit Course
        h. Special Class Status [CB13]: N - Not Special
        i. Course CAN Code [CB14]: *N/A*
        j. Course Prior to College Level [CB21]: Y = Not Applicable
        k. Course Noncredit Category [CB22]: Y - Not Applicable
        l. Funding Agency Category [CB23]: Y = Not Applicable
        m. Program Status [CB24]: 1 = Program Applicable
    Name of Approved Program *(if program-applicable)*: EARLY CHILDHOOD EDUCATION MASTER TEACHER
    Attach listings of Degree and/or Certificate Programs showing this course as a required or a restricted elective.)

23. Enrollment - Estimate Enrollment
    First Year: 35
    Third Year: 0

24. Resources - Faculty - Discipline and Other Qualifications:
        a. Sufficient Faculty Resources: Yes
        b. If No, list number of FTE needed to offer this course: *N/A*

25. Additional Equipment and/or Supplies Needed and Source of Funding.
    N/A

26. Additional Construction or Modification of Existing Classroom Space Needed. *(Explain:)*
    N/A

27. FOR NEW OR SUBSTANTIALLY MODIFIED COURSES
    Library and/or Learning Resources Present in the Collection are Sufficient to Meet the Need of the Students Enrolled in the Course: Yes

28. Originator Donna Marie Greene   Origination Date 02/09/15