GAVILAN COLLEGE

5055 Santa Teresa Blvd
Gilroy, CA 95023

Course Outline

COURSE: CD 20   DIVISION: 50   ALSO LISTED AS:

TERM EFFECTIVE: Fall 2020   CURRICULUM APPROVAL DATE: 11/10/2020

SHORT TITLE: CHILDREN'S LAN/LIT-FOUN/FRAM

LONG TITLE: Children's Language and Literature-Foundations and Frameworks

Units	Number of Weeks	Type	Contact Hours/Week	Total Contact Hours
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

COURSE DESCRIPTION:

A developmental view of children's language and literacy learning in a framework of children's literature, including the strands of listening and speaking, reading, and writing. Provides practical considerations for implementing the curriculum frameworks developed for this domain. Applicable to required or professional development units for Child Development Permit holders, pre-school, transitional kindergarten, and early-primary teachers. This course has the option of a letter grade or pass/no pass.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES
         L - Standard Letter Grade
         P - Pass/No Pass

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:
         02 - Lecture and/or discussion
         05 - Hybrid
         71 - Dist. Ed Internet Simultaneous
         72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

By the end of this course, a student should:

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. Select, evaluate, and present appropriate developmental reading books and materials for young children.

4. Describe how teachers can collaborate with parents and other caregivers to support children's language and literacy development.

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 11/10/2020

3 Hours

Content: Overview of course: purpose and expectations. Introduction to the California Preschool Learning Foundations for Language and Literature. Including its purpose and use, relationship to the California Core State Standards and Content Standards for California Public Schools, and the Relationship to Desired Results Developmental Profile (DRDP).

Student Performance Objectives: Identify factors that make up quality books for young children. Define the roles of the CA 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).

3 Hours

Content: Defining Literature for Children.

Student Performance Objectives: Describe formats used for children's literature. Identify genres used in children's literature. Identify factors that influence children's preferences in literature. Describe ways to assist parents in selecting literature for children. Select and evaluate appropriate developmental reading books and materials for young children.

3 Hours

Content: Evaluating Literature for Children.

Student Performance Objectives: Identify the literary elements to consider when selecting fiction for young children. Describe the organization and considerations when selecting non-fiction for children. Identify the factors when considering illustrations in books for young children. Select and present literature and other language arts materials to young children to assist them in working through difficult life situations.

3 Hours

Content: Sharing Literature.

Student Performance Objectives: Describe the skills and strategies needed to successfully read aloud to young children. Identify strategies for selection of stories and strategies for delivering stories in storytelling format. Identify strategies for selecting various media through which to share literature with children.

3 Hours

Content: The Literature Curriculum.

Student Performance Objectives: Explain how to use books to develop children's imaginations. Describe the use of books to promote positive attitudes. Identify ways to group books for instruction and explain why that is important. Identify and utilize components for an anti-bias language arts program for diverse populations including children with special needs.

3 Hours

Content: Review student class literature plans.

Student Performance Objectives: Analyze developmentally appropriate literature plans.

3 hours

Content: Supporting Children's Language: How Children Learn Language.

Student Performance Objectives: Describe how children develop skills of literacy. Identify different language communication styles.

3 Hours

Content: Supporting Children's Language: The Role of Books.

Student Performance Objectives: Identify the need for vocabulary building. Describe opportunities that books offer for language development.

3 Hours

Content: Supporting Children's Intellectual Development. Lecture and discussion on English Language Learners - Supporting Them as They Concurrently Develop Language and Literacy Skills While Learning English.

Student Performance Objectives: Identify concepts that children at various ages develop and resources to more fully develop the concepts. Identify strategies for thinking and problem solving which can be applied through literature to children's learning. Present children's books using audio-visual materials and other teaching aids. Describe strategies to support English language learners in developing language and literacy skills as they concurrently learn English.

3 Hours

Content: Supporting Children's Intellectual Development. Lecture and discussion on Partnering with Parents and Other Caregivers to Include Meaningful Experiences Designed to Promote Language and Literacy Including Preserving their Home Language.

Student Performance Objectives: Create book activities which encourage children's critical thinking skills. Explain the role of partnership with parents and other caregivers to include meaningful experiences designed to promote language and literary including preserving their home language.

3 Hours

Content: Supporting Children's Personality Development.

Student Performance Objectives: Select appropriate books which help enhance children's self-concept. Utilize books in ways which involve children in making choices. Present children's books using audio-visual materials and other teaching aids. Describe how literature supports children's personality development, social and moral development, and aesthetic and creative development.

3 Hours

Content: Supporting Children's Social and Moral Development.

Student Performance Objectives: Explain what social and moral development looks like in various age groups of children. Identify books which can help children to learn to make inferences about the feelings and intentions of others. Select books which provide models for prosocial behavior. Identify books for children which foster children's abilities to see from the viewpoint of others.

3 Hours

Content: Supporting Children's Aesthetic and Creative Development I.

Student Performance Objectives: Identify ways to incorporate literacy into creative activities, the arts, and music. Utilize books to sharpen children's awareness. Create and use flannel board stories and other language materials to augment stories and plays.

3 Hours

Content: Supporting Children's Aesthetic and Creative Development II.

Student Performance Objectives: Identify and select ways to add literacy to activities in the aesthetic and creative arts. Present children's books using audio-visual materials and other teaching aids.

3 Hours

Content: Planning Your Program.

Student Performance Objectives: Describe how to use books in an integrated way across the areas of language and literacy for particular age groups. Explain how language and literacy activities can broaden children's world by addressing diverse cultures and age groups.

3 Hours

Content: Planning Your Program for an in class group activity and evaluation.

Student Performance Objectives: Identify and utilize components for an anti-bias language arts program for diverse populations including children with special needs.

3 Hours

Content: Putting it All Together. Final Exam Review. Group Activity.

Student Performance Objectives: Incorporate anti-bias and inclusion strategies within classroom activities to support all learners. Identify policy statements, professional organizations, and other resources which support research based practices for the classroom.

2 Hours

Final Exam

METHODS OF INSTRUCTION:

Lecture, discussion, demonstration, observation, classroom practice of reading literature, poems, flannel stories, etc. role play, small group learning activities, literature curriculum investigations in a variety of classrooms/settings.

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours: 60

Assignment Description:

Select and evaluate appropriate developmental reading books and materials for young children. Keep a reflective journal throughout the semester. Read Chapters and complete homework questions. Prepare oral presentations and written outlines utilizing techniques and activities for a particular age group. Select appropriate literature.

Required Outside Hours: 12

Assignment Description:

Create and maintain strategies notebook and bibliography of appropriate children's literature.

Required Outside Hours: 12

Assignment Description:

Prepare reports using specific books to be used with particular children to help a child deal with issues. Select appropriate literature.

Required Outside Hours: 12

Assignment Description:

Develop class plans for language and literacy to be presented in writing and orally.

Required Outside Hours: 6

Assignment Description:

Read and respond to NAEYC and IRA Joint Position Statement on Reading and Writing with Young Children. Read and prepare reports on CA Language, literacy and bilingual education.

Required Outside Hours: 6

Assignment Description: Prepare for final activity and exam.

Methods Of Evaluation

Writing assignments

Percent of total grade: 50.00 %

Percent range of total grade: 40% to 60% Written Homework, Essay Exams, Term or Other Papers, Other: In-class written activities

Problem-solving assignments

Percent of total grade: 10.00 %

Percent range of total grade: 10% to 20% Homework Problems, Field Work, Exams

Skill demonstrations

Percent of total grade: 20.00 %

Percent range of total grade: 10% to 30% Class Performance/s, Performance Exams

Objective examinations

Percent of total grade: 20.00 %

Percent range of total grade: 15% to 30% Multiple Choice, True/False, Completion

METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 50.00 %

Percent range of total grade: 40% to 60% Written Homework, Essay Exams, Term or Other Papers, Other: In-class written activities

Problem-solving assignments

Percent of total grade: 10.00 %

Percent range of total grade: 10% to 20% Homework Problems, Field Work, Exams

Skill demonstrations

Percent of total grade: 20.00 %

Percent range of total grade: 10% to 30% Class Performance/s, Performance Exams

Objective examinations

Percent of total grade: 20.00 %

Percent range of total grade: 15% to 30% Multiple Choice, True/False, Completion

REPRESENTATIVE TEXTBOOKS:

Cyndi Giorgis, Joan I. Glazer. Literature for Young Children: Supporting Emergent Literacy. Pearson,2018.
Reading Level of Text, Grade: 12th Verified by: Publisher

Required Other Texts and Materials

California Preschool Curriculum Framework, Volume 1 and California Preschool Learning Foundations, Volume 1, Publisher: California Department of Education, Child Development Division Sacramento, CA

California Common Core Requirements

ARTICULATION and CERTIFICATE INFORMATION

      Associate Degree:

      CSU GE:

      IGETC:

      CSU TRANSFER:

            Transferable CSU, effective 200530

      UC TRANSFER:

            Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: C

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000215031

Sports/Physical Education Course: N

Taxonomy of Program: 130500