Course Outline of Record Report

CHDVC145 : Language and Literature

General Information

Author:	- Vivian Baker - Fuller, Elisabeth - French, Kristina
Course Code (CB01) :	CHDVC145
Course Title (CB02) :	Language and Literature
Department:	Child Development
Proposal Start:	Fall 2019
TOP Code (CB03) :	(1305.00) Child Development/Early Care and Education
SAM Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000150980
Curriculum Committee Approval Date:	10/14/2016
Board of Trustees Approval Date:	12/15/2016
External Review Approval Date:	02/21/2012
Course Description:	This course covers the skills and knowledge needed to effectively plan, document, and implement developmentally appropriate activities and strategies in an emergent curriculum that supports the developing language and literacy skills of children. Students are required to observe children in a group setting.
Submission Type:	Mandatory Revision
	This is a cyclical revision. Course description, methods of instruction/evaluation, SLOs, topical outline, and textbook were all reviewed.
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	Child Development/Early Childhood Education
Alternate Master Discipline Preferred:	No value
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

Course Development Options

Basic Skills Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade Methods

☐ Allow Students to Gain Credit by Exam/Challenge

Allowed Number of Retakes

0

Course Prior To College Level (CB21)

Not applicable.

Rationale For Credit By Exam/Challenge

No value

Retake Policy Description

Type:|Non-Repeatable Credit

☑ Allow Students To Audit Course

Course Support Course Status (CB26)

No value

Associated Programs

☑ Course is part of a program (CB24)

Associated Program	Award Type	Active
CC Child Development Master Teacher- (In Development)	Certificate of Achievement	Summer 2018

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

No value

Transferability

Transferable to CSU only

Transferability Status

Approved

Units and Hours

Summary

Minimum Credit Units (CB07)	3
Maximum Credit Units (CB06)	3
Total Course In-Class (Contact) Hours	54
Total Course Out-of-Class Hours	108
Total Student Learning Hours	162
Faculty Load	0

Credit / Non-Credit Options

Course Credit Status (CB04)	Course Non Credit Category (CB22)	Non-Credit Characteristic

Credit - Degree Applicable	Credit Course.	No Value

Course Classification Status (CB11)

Credit Course.

☐ Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Classs
Lecture Hours	3	6
Laboratory Hours	0	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	0
Activity	0
Total	54
Course Out-of-Class Hours	
Lecture	108
Laboratory	0
Activity	0
Total	108

Time Commitment Notes for Students

No value

Faculty Load

Extra Duties: 0

Faculty Load: 0

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Advisory

CHDVC106 - Child Growth and Development

CHDV C145 asks students to use developmental theory to design curriculum that supports young children's language and literacy skills. CHDV C106 is an overview of developmental theory from conception through adolescence covering all of the developmental domains. CHDV C106 prepares students to apply developmental concepts to curriculum development.

AND

Advisory

LIBRC100 - Introduction to Library Research and Bibliography

Students are expected to use print and internet sources to conduct research and compose a formal research paper. Because Child Development is a Social Science, students must use APA format in their writing. LIBR C100 skills ensure the student will be able to successfully find and evaluate reference material, and be able to formulate proper citation. **Outcomes**
- Strategically locate a variety of relevant information sources in multiple formats applicable for college-level research, differentiating between various research tools and paid subscription databases.
- Critically evaluate information by applying standard criteria.

AND

Advisory

CHDVC102 - Introduction to Materials and Curriculum

CHDV C145 asks students to use developmental theory to design curriculum that supports young children's language and literacy development. CHDV C102 is an overview of developmental theory, and includes principles of curriculum development. CHDV C102 prepares students to apply developmental concepts to curriculum development.

AND

Advisory

ENGLC101 - Freshman Composition

In CHDV C145 students are expected to write summaries of text chapters, journal articles, observations, and assigned readings as well as to make connections between their observations of young children with theory and program best practices. ENGL C101 skills prepare students to succeed in CHDV C145 by ensuring they are able to write short essays that synthesize observations, lectures, and assigned readings that are free of major spelling and grammatical errors. **Outcomes**
- Read, analyze, and evaluate a variety of university-level texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- Apply a variety of rhetorical strategies in writing unified, well-organized academic essays with arguable theses and persuasive support, using complex ideas presented in university-level sources.
- Develop varied and flexible strategies for generating, drafting, and revising essays.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

Entrance Skills

Entrance Skills	Description
No value	No value

Limitations on Enrollment

Limitations on Enrollment	Description
No value	No value

Specifications

Methods of Instruction

Methods of Instruction	Discussion
Rationale	Weekly discussions related to the concepts and ideas being explored. Example: It's common to think of books when we talk about literacy. For the purpose of this week's discussion, we'll assume that the environment has a library/cozy area where age appropriate books are available - so you don't need to include that in your discussion.You are to identify the materials and props you would include. Discuss how play in this area, and interaction with these props will encourage active engagement with language and literacy concepts. You need to identify specific developmental concepts related to the language domain.

Methods of Instruction	Presentations (by students)
Rationale	Students provide a video demonstrating a reading strategy.

Methods of Instruction	Outside reading
Rationale	Students are provided with outside readings such as articles from professional journals. Example: *The Essentials of Early Literacy Instruction* .

Methods of Instruction	Lecture
Rationale	Lectures and videos provide students with relevant, up to date information in the area of language and literacy in early childhood.

Methods of Instruction	Instruction through examination or quizzing
Rationale	Quizzes and exam may be used throughout the course. Example: Which of the following elements does <u>not</u> provide a supportive context for play centered literacy learning? a. time and space b. materials c. teacher guidance d. regular testing of skills

Methods of Instruction	Project-based learning
Rationale	Design a curriculum project to include five activities centered on langauge and literacy development.

Assignments

Reading assignments, handouts and text readings that expand and enhance lecture topics. (Sample reading: Telling and Retelling Stories: Learning Language and Literacy by Rebecca T. Isbell)
Writing assignments that relate observations in child development to current theory. For example: compare and contrast various children's literature for the components of quality literature to support children's developing literacy skills.
Observation of children in a group setting. For example: observe children in a preschool setting to develop language activities that support an emergent literacy approach.

Exams related to course subject matter. Example Describe three ways to incorporate language and literacy concepts into the dramatic play area.

Methods of Evaluation	Rationale
Tests	Exams related to course subject matter. Example: Preschool children explore and build the foundations for learning to read and write through which of the following? a. using invented spelling such as "kwyot plas" b. reading their own stories c. dictating a narrative to go with their drawings. d. all of the above
Project	Small group project. For example, develop language activities that support an emergent literacy approach.
Participation	Presentations. For example, present storytelling concepts from class to groups of children and adults.
Analysis of Primary Sources	Written analysis. For example, compare and contrast various children's literature for the components of quality literature.
Distance Education Description: how outcomes are evaluated	The outcomes for this course, both traditional and distance education, will be evaluated and assessed using a project towards the end of the semester, scored with a rubric.

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
	Machado, J.M.. (2016) Early childhood experiences in language arts: Early literacy, 11th, Cengage Learning			

Other Instructional Materials

Description	Other: Examples of children's literature such as: Nappy Hair, The Rotten Island, Sylvester and the Magic Pebble.
Author	
Citation	Language and Literature

Materials Fee

No

Learning Outcomes and Objectives

Course Objectives

No value

CSLOs

Incorporate a variety of early literacy strategies into the curriculum to support the development of language and literacy skills.

Expected SLO Performance: 70.0

Child Development
Child Development Master Teacher Certificate of Achievement

4. Develop professional expertise in a specialized area of knowledge.

Plan, implement, and evaluate literacy curriculum that enhances reading and writing skills for all young children, including English language learners.

Expected SLO Performance: 70.0

Child Development
Child Development Master Teacher Certificate of Achievement

4. Develop professional expertise in a specialized area of knowledge.

Analyze children's literature for qualities associated with language and literacy development.

Expected SLO Performance: 70.0

Child Development
Child Development Master Teacher Certificate of Achievement

4. Develop professional expertise in a specialized area of knowledge.

ISLOs
Core ISLOs

Students who are completing a program will be able to access, evaluate, and effectively use information.

Outline

Course Outline

I. Principles of Language Development
        1. Defining Language
        2. Language Sounds
        3. Production and Comprehension
        4. Biological; Behavioral; Environmental Influences

II. How Literacy Develops
        1. Social and Cultural Practices
        2. Hypothesis Testing
        3. Children's Way of Knowing
        4. Concepts
        5. Learning Styles
        6. Multiple Intelligences

III. Reading
        1. Phonemic Awareness
        2. Print Awareness
        3. Expressive Language
        4. Authentic Settings
        5. Quality Literature

IV. Writing
        1. Fine Motor Development
        2. Print Awareness
        3. Authentic Settings

V. Early Literacy Strategies
        1. Storytelling

Delivery Methods and Distance Education

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

Face 2 Face
Online

Hybrid
Interactive

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section?

All assignments in distance education courses (online, hybrid and iTV) of CHDV C145 are of the same rigor as those in the on-ground course, except that students in purely online sections will submit all of their assignments virtually. Instructor evaluation of student work in distance education courses is the same as in the on-ground course, except that evaluation of student work in online is presented virtually. Instead of onsite lectures, hybrid and online courses use a variety of methods including, but not limited to videos and written lecture notes. The assignments and evaluations will be the same no matter what delivery method is used. The outcomes for this course, both traditional and distance education, will be evaluated and assessed using a project towards the end of the semester, scored with a rubric. Students will be required to observe children in license or licensed-exempt programs in their community.

Effective Student-Instructor Contact: Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Moodle Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other (specify)

Student-Instructor contact will include: discussion forums, learning management system message, announcements, and feedback to individual students work
Student-Instructor contact MAY include: chat/zoom, newsgroup/discussion board, phone, itv

Student-Student contact will include: discussion forums
Student-Student contact MAY include: chat/zoom, learning management system message, group work, peer reviewed projects

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

At a minimum, students need to have access to a PC or Mac compatible computer with a 56k dial-up internet connection. There should be a modern browser like Firefox or Internet Explorer 8.0 installed. Technical support is provided by The Online Support Center (http://support.kccd.edu) or the Help Desk at 877-382-3508. Students can also request individual online support as well as read general tips for succeeding in an online class at the Cerro Coso Student Success Center.

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

The learning management system is accessible, and compatible with support programs such as Kurzweil 3000. Faculty will use the Canvas accessiblity checker, along with other resources provided by our Distance Education Director to ensure learning materials are accessible, including but not limited to documents, PDFs, OERs, external websites, and videos.

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

no