

Crafton Hills College Course Outline

1. **Discipline:** Child Development
2. **Department:** Child Development and Education
3. **Course Title:** Language and Listening, Literacy and Literature for Children
4. **Course I.D:** CD 134
5. **Prerequisite(s):** None
Corequisite(s): None
Departmental Recommendation(s): CD 105
6. **Semester Units:** 3
7. **Minimum Semester Hours:**
Lecture: 48 **Lab:** 0 **Clinic:** 0 **Field:** 0
8. **Need for the Course:**

CD 134 is designed to meet current whole language standards for teaching language and listening, literacy and literature experiences to children. It is a curriculum elective for Child Development majors. This course transfers to CSU.
9. **Goals for the Course:**
 - A. To satisfy part of the educational requirements for obtaining an Associate of Arts Degree specializing in Child Development and a CHC Child Development Certificate.
 - B. To meet training requirements of state and county licensing agencies for child care workers.
 - C. To prepare students to facilitate language, listening, literacy and literature experiences with children.
 - D. To prepare students to participate as instructional trainee lab students in the CHC Child Development Studies Center.
10. **Catalog Description:**

Study and application of whole language, listening, literacy and literature experiences for children. Use of conversations, literature, storytelling, flannel boards, finger plays, dramatic play and other varied media. Developmentally appropriate whole language reading and writing activities for children.
11. **Schedule Description:**

Study and application of whole language, listening, literacy and literature experiences for children.
12. **Entrance Skills:**
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Last Updated: 10/23/2003
Board Approved: 2/12/04
Semester Effective: Fall 2004

A. Requisite Skills: None

B. Recommended Skills:

It is highly recommended that students entering this course be able to:

1. Demonstrate an understanding of cognitive, physical, social, and emotional development of children in the developmental periods.
2. Describe cognitive, physical, social and emotional developmental norms and deviations from typical development.
3. Demonstrate an understanding of how cultural and family contexts influence development.
4. Identify the components of the theoretical perspectives that have guided thinking as they pertain to human development and education.
5. Analyze and evaluate research methods and conclusions affecting our understanding of development.
6. Compare and contrast the historical perspectives regarding theory, research, and practices relating to child development.
7. Observe and record children's activities using a whole child, developmental perspective.
8. Explain positive child guidance and discipline techniques.
9. Demonstrate the ability to interact with children in developmentally appropriate ways.
10. Identify types of child abuse and reporting procedures.

13. Course Objectives:

Upon satisfactory completion of the course, students will be able to:

- A. Identify stages of language and listening, literacy and literature.
- B. Identify components of developmentally appropriate children's literature.
- C. Prepare and present thematic lesson plans for children.
- D. Develop a library card file of appropriate children's literature.
- E. Prepare and demonstrate use of developmentally appropriate language arts materials.
- F. Present a developmentally appropriate language arts activity for children such as a shared reading and writing activity, guided reading and writing activity and storytelling.
- G. Identify components of a whole language classroom and philosophy.

14. Representative Texts and Instructional Materials:

A. Texts:

Machado, J. (2003). *Early Childhood Experiences in Language Arts (7/e)*. Florence, KY: Delmar Learning.

Nelson, M. & Parish, J. (2002). *Peak With Books: An Early Childhood Resource for Balanced Literacy (3/e)*. Florence, KY: Delmar Learning.

Raines, S. & Canady, R. (1997). *Story Stretchers*. Beltsville, MD: Gryphon House.

B. Videos

Butler, A. [Producer]. (1990). *Components of a Whole Language Classroom, Vol 1, Tape 3 Language Literacy & Learning Whole Language – A Framework for Learning Shared Book Experience* [Motion Picture]. USA: National Association for the Education of Young Children (NAEYC).

Chamberline, C. [Producer]. (1986). *I Speak and I Listen*. [Motion Picture]. USA: CPC Productions.

N.A.E.Y.C. [Producer]. (1992). *Reading and Young Children: A Discussion with Jan McCarthy* [Motion Picture]. USA: National Association for the Education of Young Children (NAEYC).

WGBH [Producer]. (1995). *Nova: The Secret of the Wild Child* [Motion Picture]. USA: WGBH Boston.

15. Course Content:

- A.** Language development
 - 1. Communication in infancy
 - 2. Communication in toddlers
 - 3. Communication in preschool children
 - 4. Growth systems affecting early language ability
 - 5. Special needs children and language
- B.** Developing an individualized language arts program
 - 1. Achieving language and literacy goals through individual programming
 - 2. Promoting language and literacy
- C.** Listening – literate beginnings
 - 1. Types and levels of listening
 - 2. Developing listening skills
 - 3. Listening activities
- D.** Introducing literature
 - 1. Books
 - 2. Storytelling
 - 3. Poetry
 - 4. Flannel board and activity sets
- E.** Speech growth – conversation, expression and dramatization
 - 1. Realizing speaking goals
 - 2. Speech in play and routines
 - 3. Group times
 - 4. Puppetry and beginning drama experiences
 - 5. Understanding differences
- F.** Writing – print awareness and use
 - 1. Early knowledge and emerging interest
 - 2. Developing print awareness and self
 - 3. Activities and printscript
- G.** Reading – a language art
 - 1. Reading and preschool children
 - 2. Language- Development materials
- H.** Setting promoting literacy – home and school
 - 1. Classroom language arts centers
 - 2. The parent-center partnership
- I.** Whole language
 - 1. Philosophy
 - 2. Components

- 3. Strategies for teaching
- J. Understanding of diversity

16. Methods of Instruction:

- A. Lecture
- B. Videotaped instruction and observation
- C. Assigned reading and written work
- D. Individual and small group participation in class discussions
- E. Observing children in early childhood education settings

17. Assignments and Methods of Evaluation:

- A. Active class participation and attendance (5-10% of grade)
- B. Written assignment (20-40% of grade) such as:
 - 1. A library card file and critique of appropriate children's literature
 - 2. An early childhood language arts notebook to include:
 - a. Whole language philosophy and practices
 - b. Language experiences for children
 - c. Listening experiences for children
 - d. Literacy experiences for children
 - e. Literature reviews
 - f. Class notes, handouts and assignments
- C. Active learning (25-50% of grade) that may include:
 - 1. Language arts activity with a single preschool child and a single school age child to include a written plan, observation and evaluation of the activity
 - 2. Language arts activities with a small group of preschool children and school age children to include a written plan, observation and evaluation of the activity
- D. Oral Presentations (15-20% of grade) that may include:
 - 1. Oral presentations of a shared reading experience with the class
 - 2. Oral presentations of a guided reading experience with the class
- E. Exams and quizzes (20-50% of grade)
- F. Authentic assessment (10-20% of grade)

18. Distributed Education Methods: None