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(760) 921-5500

Course Control Number: CCC000532500		
Course Outline Approval Dates		
Modality	Curriculum Committee	Board of Trustees
Face-to-face	5/23/19	6/11/19
Correspondence Ed.		
Distance Ed.	5/23/19	6/11/19

COURSE OUTLINE OF RECORD

Course Information

Course Initiator: Dr. Bruce Wallace			
CB01 - Subject and Course #: CHD 135			
CB02 - Course Title: Literature for Early Childhood			
New Course: <input type="checkbox"/>		Non-Substantial: <input checked="" type="checkbox"/>	
		Substantial: <input type="checkbox"/>	
Articulation Request: <input type="checkbox"/> UC		<input checked="" type="checkbox"/> CSU	
		<input type="checkbox"/> CSU-GE	
		<input type="checkbox"/> IGETC	
Lecture Hours: 54		Laboratory Hours:	
		Clinical/Field Hours:	
CB06/CB07: Course Units: 3.0			
Prerequisites:			
Co-requisites:			
Advisories:			
CB03 - TOP Code:		1305.00 - Child Development/Early Care and Education	
CB04 - Credit Status:		D - Credit - Degree Applicable	
CB05 - Transfer Status:		B - Transferable to CSU only	
CB08 - Basic Skills Status:		N - Course is not a basic skills course	
CB09 - SAM Priority Code:		C - Clearly Occupational	
CB10 - Cooperative Work:		N - Is not part of Cooperative Work Experience Education Program	
CB11 - Course Classification:		Y - Credit Course	
CB13 - Approved Special:		N - Course is not a special class	
CB21 - Prior Transfer Level:		Y - Not Applicable	
CB22 - Noncredit Category:		Y - Credit Course	
CB23 - Funding Agency:		Y - Not Applicable	
CB24- Program Status:		1 - Program Applicable	
Transfer Request:		B= CSU only	

Please select the appropriate box(s) of the modalities in which this course will be offered, and fill out the appropriate sections for that mode.

- ☒ Face-to-Face – Section B
☐ Correspondence Education – Section C
☒ Distance Education – Section D

JUSTIFICATION OF NEED:

This course may be used as an elective for the A.S. Degree in Child Development

This course is one of the State of California Commission On Teacher Credentialing licensing requirements.

This course is transferable to CSU.

CATALOG DESCRIPTION:

Students will explore techniques for promoting language development the preschool child. The development of a reading readiness curriculum for preschool-age children will be discussed as students plan environments that incorporate language across the curriculum and throughout the day. Students will survey children's books and literature and practice storytelling techniques.

COURSE OBJECTIVES:

1. Evaluate literature for young children
2. Analyze and describe children's literature: the picture book in print and non-print, multi-media forms including storybooks, poetry books, information books, and film and records
3. Read and tell stories utilizing the principles of child development and integrating a variety of media
4. Evaluate children's literature applying principles of child development
5. Develop curriculum plans that utilize principles of language development, children's literature, child development and that are networked

STUDENT LEARNING OUTCOMES:

1. Create a portfolio of materials for use with children
2. Describe the developmental events occurring in emergent literacy skills

A. COURSE OUTLINE AND SCOPE

1. Outline of topics or content:

I. Emergent Writing

A. Motor skill maturation

B. Scribbles

1. Letters vs. pictures
2. Characteristics of writing
3. Development of writing

II. Emergent Reading

A. Role of vision

B. Environmental print

C. Role models

D. Mimic reading behavior

E. Phonics vs. Whole Language Approaches

III. Storytelling with and without books

A. Storytelling techniques

B. Types of stories to involve children

1. chalk stories
2. game stories
3. flannel board stories
4. Folktales
5. action stories
6. texture stories

- 7. stories from pictures
- 8. folding paper stories
- 9. dance stories
- 10. conversation stories
- C. Techniques in handling groups
- D. Use of poetry
 - 1. choral reading
 - 2. fingerplays
 - 3. poetry in song
- E. Techniques of developing curriculum around stories

IV. Story Writing

- A. Stories for young children
- B. Experience stories
- C. Dialogue for puppets to introduce stories

V. Use of non-print and audio-visual materials

- A. Use of cassettes with picture books and puppets
- B. Children's books on film and records

VI. Language Development Skills for Young Children

- A. Reading and discussing stories
- B. Conversation with groups
- C. Dramatizing stories
- D. Visual and auditory discrimination and visual memory
- E. Left and right orientation
- F. Writing children's words - writing up children's projects
- G. Listening to children

VII. Using Play to Support Language

- A. Dramatic play
- B. Block play
- C. Active play
- D. Supporting conversation

VIII. Speech and Language Development

- A. Maturation
- B. Bilingual Language Development

2. If a course contains laboratory or clinical/field hours, list examples of activities or topics:

3. Examples of reading assignments:

- 1. The assigned and optional textbooks
- 2. Professional journals
 - a. Young Children
 - b. Child Development
- 3. Internet sites
 - a. www.ffcd.org
 - b. www.naccp.org

4. Examples of writing assignments:

- 1. Short essays related to child development
- 2. A research plan and summary of recorded observations

3. Reviews of articles found in professional journals and/or current periodicals
4. Semester project report evaluating a given case study of child development within a given educational program

5. Appropriate assignments to be completed outside of class:

1. Study
2. Answer questions
3. Practice skills
4. Read required materials
5. Solve problems
6. Write essays, research papers, lab reports, or journals
7. Observe activities related to course content
8. Participate in activities related to course content

6. Appropriate assignments that demonstrate critical thinking:

1. Create a literature curriculum and program for young children based on child development theories, etc.
2. Written observations of children engaged in listening to stories or creating stories

7. Other assignments (if applicable):

The student will attend one class period at the Palo Verde College Don Kuykendall Child Development Center to observe and document one of the course objectives as assigned by the instructor.

☐ Check if Section B is not applicable

B. FACE-TO-FACE COURSE SECTIONS:

Face-to-face education

Is a mode of delivery in which instruction is delivered in a traditional classroom setting, with instructor and students located simultaneously in the same classroom facility.

1. Describe the methods of instruction:

1. Lecture and visual aids
2. Discussion and problem-solving activities in class
3. Films and other audio-visual materials
4. Collaborative projects
5. Homework and extended projects
6. Field trips and projects at various school and educational programs
7. Guest speakers

2. Describe the methods of evaluating of student performance.

1. Performance on objective and analytical essay exams
2. Performance on curriculum and program development for young children
3. Performance on field projects
4. Performance on writing assignments
5. Class attendance and participation

3. Describe how the confidentiality of the student's work and grades will be maintained.

Instructors shall make reasonable efforts to protect the confidentiality of students' grades and graded work consistent with practices described in the Family Education Rights and Privacy Act (FERPA).

4. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.

NOTE: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.

☒ Check if Section C is not applicable

C. CORRESPONDENCE EDUCATION COURSE SECTIONS (Correspondence, hybrid correspondence)

Correspondence education

is a mode of delivery in which instructional materials are delivered by mail, courier or electronic transmission to students who are separated from the instructor by distance. Contact between instructor and students is asynchronous.

Hybrid correspondence education

is the combination of correspondence and face-to-face interaction between instructor and student.

1. Describe the methods of instruction.

2. Describe the methods of evaluating student performance.

3. Describe how regular, effective contact between the instructor and a student is maintained.

4. Describe procedures that help verify the individual submitting class work is the same individual enrolled in the course section.

5. Describe procedures that evaluate the readiness of a student to succeed in a correspondence or hybrid correspondence course section.

6. Describe how the confidentiality of the student's work and grades will be maintained.

7. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.

8. If the course requires specialized equipment, including computer and computer software or other equipment, identify the equipment, and describe how it is to be accessed by students.

Note: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.

☐ Check if Section D is not applicable

D. DISTANCE EDUCATION COURSE SECTIONS (online, ITV, hybrid)

Online education

is a mode of delivery in which all instruction occurs online via the Internet. Student and instructor access to email and the Internet is required. Students are required to complete class work using email, chat rooms, discussion boards and other instructional online venues.

Interactive television (ITV)

is a mode of synchronous delivery in which instruction occurs via interactive television (closed circuit).

Hybrid instruction

is a combination of face-to-face instruction and online instruction.

1. Describe the methods of instruction.

1. Lecture and visual aids
2. Discussion and problem-solving activities in class
3. Films and other audio-visual materials
4. Collaborative projects
5. Homework and extended projects
6. Field trips and projects at various school and educational programs
7. Guest speakers

2. Describe the methods of evaluating of student performance.

1. Performance on objective and analytical essay exams
2. Performance on curriculum and program development for young children
3. Performance on field projects
4. Performance on writing assignments
5. Class attendance and participation

3. Describe how regular, effective contact between the instructor and a student is maintained.

Regular, effective contact includes, but is not limited to, exams; quizzes; essays; research papers; graded homework assignments; syllabus receipt; office hours; instant messaging; online discussions; e-mails; letters; notes; phone calls; or postings on the Bridge between instructor and student.

4. Describe procedures that help verify the individual submitting class work is the same individual enrolled in the course section.

Consistent with policy elements listed in the ACCJC's "Policy on Distance Education and on Correspondence Education," the College verifies the identity of a student who participates in class or coursework by using and the College's discretion, such methods as a secure log-in and password, proctored examinations, or other technologies or practices that are developed and effective in verifying each student's identification.

5. Describe procedures that evaluate the readiness of a student to succeed in an online, ITV or hybrid course section.

The procedure might consist of a short assessment questionnaire prepared by the instructor and self-administered by the student. The questionnaire would evaluate areas such as working independently, adhering to timelines, and familiarity with working online and with computer technology. The student would use the resulting score to evaluate his or her readiness to take the course in an online, ITV or hybrid instructional mode.

6. Describe how the confidentiality of the student's work and grades will be maintained.

Instructors will make reasonable efforts to protect the confidentiality of students' grades and graded work consistent with practices described in the Family Education Rights and Privacy Act (FERPA).

7. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.

8. If the course requires specialized equipment, including computer and computer software or other equipment, identify the equipment, and describe how it is to be accessed by students.

The students are required to use a computer with internet and e-mail and be able to access the college "bridge" to access assignments and tests. They will need to use word processing and may need access to an ITV station.

Note: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.

E. REPRESENTATIVE TEXTBOOKS AND OTHER READING AND STUDY MATERIALS:

List author, title, and current publication date of all representative materials.

Janet Leigh Towell / Katherine C. Powell; Creative Literacy in Action: Birth through Age Nine, 1st Ed, 2018, Cengage,
Mindtrap: ISBN: 13; 9781337095839, Textbook: ISBN: 13: 9781337538534

SIGNATURES

COURSE INITIATOR: _____

DATE: _____

DIVISION CHAIR: _____

DATE: _____

LIBRARY: _____

DATE: _____

CHAIR OF CURRICULUM COMMITTEE: _____

DATE: _____

SUPERINTENDENT/PRESIDENT: _____

DATE: _____