



CFS 145 - Language Development & Early Literacy Course Outline

Approval Date: 05/15/2008

Effective Date: 08/13/2017

SECTION A

Unique ID Number CCC000224088

Discipline(s) Child Development/

Division Career Education and Workforce Development

Subject Area Child Family Studies

Subject Code CFS

Course Number 145

Course Title Language Development & Early Literacy

TOP Code/SAM Code 1305.00 - Child Development* / C - Occupational

Rationale for adding this course to the curriculum Course is being updated to ensure that the content is current, update student learning outcomes, and text applicability to content.

Units 3

Cross List N/A

Typical Course Weeks 18

Total Instructional Hours

Contact Hours

Lecture 54.00

Lab 0.00

Activity 0.00

Work Experience 0.00

Outside of Class Hours 108.00

Total Contact Hours 54

Total Student Hours 162

Open Entry/Open Exit No

Maximum Enrollment 50

Grading Option Letter Grade or P/NP

Distance Education Mode of Instruction On-Campus
Hybrid
Entirely Online
Hybrid more than 50%

SECTION B

General Education Information:

SECTION C

Course Description

Repeatability May be repeated 0 times

Catalog Description The development of language in young children and the role of literature are examined, including a detailed exploration of quality children's literature. The practical use of language and literature in a variety of early childhood settings will be discussed.

Schedule Description

SECTION D

Condition on Enrollment

1a. Prerequisite(s): *None*

1b. Corequisite(s): *None*

1c. Recommended: *None*

1d. Limitation on Enrollment: *None*

SECTION E

Course Outline Information

1. Student Learning Outcomes:

- A. Analyze and identify quality children's literature.
- B. Develop activities that facilitate language development in young children.

2. Course Objectives: Upon completion of this course, the student will be able to:

- A. Critically analyze children's literature.
- B. Identify stereotypes and discriminatory text in children's books.
- C. Identify various types of children's literature.
- D. Explain how illustrations enhance the text of children's books.
- E. Choose appropriate books for children.
- F. Recognize the stages of language development for children.
- G. Utilize children's books to stimulate children's language development.
- H.

3. Course Content

- A. How young children learn, comprehend, and speak a language.
- B. The genres of children's literature.
- C. Emergent literacy and reading.
- D. Qualities of children's literature.
- E. Developing preliteracy curriculum.
- F. Developing a literacy environment.
- G. Literary elements of children's literature.
- H. Diverse perspectives in literature.
- I. Speech growth, conversation expression and dramatization.
- J.

4. Methods of Instruction:

Activity: work together as group in class to develop language activities for children

Discussion: Discuss children's books and critique them

Distance Education: Offered as a hybrid or as distance ed

Lecture: reiterate and introduce content in a lecture format

5. Methods of Evaluation: Describe the general types of evaluations for this course and provide at least two, specific examples.

Typical classroom assessment techniques

Exams/Tests -- For example: A example of an essay question on a quiz may be: What type of books are essential to all children's book libraries?

Papers -- Select 10 children's books and critique them based on the criteria discussed and distributed in class.

Projects -- Develop a list of appropriate children's books on a specific topic that address elements of language development.

Additional assessment information:

Final grade will be based on the following criteria:

1. Class participation and discussion

Letter Grade or P/NP

6. Assignments: State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.

A. Reading Assignments

Reading assignments are based on textbook readings or instructor generated handouts.

For example:

1. Read chapter 6 in "Early Childhood Experiences in Language Arts" which covers achieving language and literacy goals through program planning.

2. Read the instructor generated handouts distributed in class identifying activities to facilitate rhyming and phoneme awareness in young children.

B. Writing Assignments

1. Written response

For example:

Read the chart on page 15 in "Early Childhood Experiences in Language Arts" and write a 3-4 page comparison and contrast paper on "rethinking the brain."

2. Research project

For example:

Create a comprehensive bibliography of 50 quality children's books with characters that represent diversity (ethnic, language, ability, gender, family structure, age), and that facilitate number and alphabet awareness, phoneme and rhyming, patterns and predictability, and language development. The bibliography should also include a summary or key identifying which of the above areas the book illustrates. Students will be expected to distribute the bibliography in class.

C. Other Assignments

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7. Required Materials

A. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.

Book #1:

Author: Machado, Jeanne M.

Title: Early Experiences in Language Arts

Publisher: Cengage

Date of Publication: 2016

Edition: 11th

B. Other required materials/supplies.