El Camino College
COURSE OUTLINE OF RECORD – Approved

I. **GENERAL COURSE INFORMATION**
   Subject and Number: Child Development 119
   Descriptive Title: Language Arts for Young Children
   Course Disciplines: Child Development/Early Childhood Education
   Division: Behavioral and Social Sciences

Catalog Description:
This course focuses on the principles and methods of planning, presenting and evaluating language arts activities for young children ages two to six. Appropriate activities for expressive and receptive language development such as storytelling, dramatic play, listening, and emergent literacy will be examined. Methods for adapting language experiences for English Language Learners (ELL) and for children with special needs will be discussed. This course is designed for teachers in training and teachers in service needing to develop or refine skills in planning and implementing language arts curriculum. Students may be required to participate in one structured activity related to children and/or professional development outside of class hours.

Conditions of Enrollment:
Prerequisite Child Development 103 with a minimum grade of C or equivalent or concurrent enrollment.

Recommended Preparation: English 1 or eligibility for English 1A or qualification by appropriate assessment

Course Length:	X Full Term	Other (Specify number of weeks):
Hours Lecture:	3.00 hours per week	TBA
Hours Laboratory:	0 hours per week	TBA
Course Units:	3.00	

Grading Method: Letter
Credit Status: Associate Degree Credit

Transfer CSU: X Effective Date: February 18, 1997
Transfer UC: No

General Education:
   El Camino College:

   CSU GE:

   IGETC:

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

1. Curriculum Cycle: Use the ongoing cycle of curriculum development to plan, implement, and evaluate early childhood language arts activities and environments.
2. Activity Plans: Develop an activity plan, for preschool children, that is age-appropriate and includes: required materials, advanced preparation, developmental objectives, detailed procedures, and theme based related activities.
3. Role of the Teacher: Demonstrate an understanding of the many aspects of the teachers' role in early childhood programs as they apply to language arts.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at http://www.elcamino.edu/academics/slo/.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Identify developmentally appropriate language arts experiences, for children ages two through six, in diverse early childhood educational programs.
   ▪ Term or other papers
2. Identify characteristics of typical preschool language development and major factors that influence this development.
   ▪ Term or other papers
3. Formulate objectives and concepts for language arts experiences for young children.
   ▪ Term or other papers
4. Plan language experiences to foster cognitive, psychosocial, and physical development of young children.
   ▪ Performance exams
5. Create and evaluate teaching materials for language experiences.
   ▪ Term or other papers
6. Present and evaluate language arts experiences for young children to meet the needs of all learners.
   ▪ Performance exams
7. Identify ways to interact with and support the language growth of English Language Learners (ELL). Performance exams. Term or other papers.
8. Adapt language arts materials and activities for children with special needs.
   ▪ Performance exams
9. Plan, present, and evaluate language arts experiences to meet the needs of children from diverse cultures.
   ▪ Performance exams
10. Develop and employ strategies to communicate the value of language experiences to parents of young children and how to strengthen language skills at home.
    ▪ Term or other papers
11. Evaluate state standards and the National Association for the Education of Young Children's (NAEYC) Developmentally Appropriate Practices and apply them to curriculum planning.
    ▪ Term or other papers

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	4	II	Overview of Language Arts Experiences A. Developmental Appropriate Practices B. Pre-Reading and Reading C. Prewriting and Writing D. Listening Skills (Receptive Language) E. Speaking Skills (Expressive Language)
Lecture	2.5	III	Characteristics of Language Development A. Infants B. Toddlers C. Preschoolers D. Children with Special Needs E. English Language Learners (ELL) F. Dual Language Learners (DLL)
Lecture	3	IV	Role of the Teacher A. Enhancing Vocabulary and Grammar Skills B. Working with Second Language Learners C. The Teacher as a Role Model D. Print-Rich Environments E. Adapting Experiences for Children with Special Needs
Lecture	3	V	Developing Activity Plans A. Objectives B. Concepts C. Procedures D. Integrated Theme-Based Related Activities
Lecture	4	VI	Criteria for Selecting Books and Stories for Young Children A. Identifying: Sexism, Cultural Bias, Gender Bias B. Evaluating Appropriateness of Illustrations, Vocabulary, Content and Length C. Classifying Books for Young Children
Lecture	6	VII	Story Telling Techniques A. Books B. Flannel Stories C. Stories With and Without Props D. Story Dictation
Lecture	4	VIII	Promoting Writing Skills A. Small Motor Development B. Manipulatives and Fine Motor Materials C. Teacher-Created Materials D. Writing Centers E. Print Rich Environments F. Stages of Print
Lecture	3	IX	Stimulating Language Development A. Finger Plays

				B. Songs C. Chants D. Poems E. Nursery Rhymes
Lecture	3	X	Effective Group Times A. Planning, Presenting and Evaluating Group Story and Language Experiences B. Setting Limits C. Realistic Expectations D. Props and Materials
Lecture	6	XI	Creating and Evaluating Language Arts Materials A. Matching B. Three-Part Cards C. Sorting Activities D. Lotto Games E. Child Created-Books F. Class Books
Lecture	3	XII	Planning Drama Experiences for Children A. Dramatic Play Props B. Puppetry C. Imaginative Play D. Acting Out Stories
Lecture	1	XIII	Field Trips and Guests A. Evaluating Field Trip Sites and Prospective Guests B. Community Resources C. Planning Field Trips or Visits
Lecture	3	XIV	Listening Activities A. Types of Listening Skills B. Activities that Encourage the Development of Listening Skills in Young Children C. Recognizing Health and/or Environmental Issues that may Interfere with Listening Skills
Lecture	3	XV	Speech Growth A. Conversation B. Vocabulary C. Speech Delays D. Stuttering
Lecture	2	XVI	Communicating with Parents A. The Value of Early Language Arts Experiences B. Reading to Children at Home C. Promoting Language Development in the Home
Lecture	3	XVII	Standards A. State Standards B. National Association of the Education of Young Children (NAEYC) C. Developmentally Appropriate Practices
Lecture	1.5	XVIII	Developmental Domains A. Cognitive

			B. Social C. Emotional D. Physical
Total Lecture Hours	54		
Total Laboratory Hours	0		
Total Hours	54		

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:
Substantial writing assignments

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:
Observe and evaluate a language arts experience for young children. In a two- to three-page essay, assess how the activity encourages creativity and eye-hand coordination. Propose ways in which the activity can be improved to enhance a child's development, be modified to promote diversity, or adapted for children with special needs.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:
1. Select and read 20 children's books. In a five-page report, evaluate the developmental appropriateness of each book. Determine if each book contains overt or subtle gender bias, racism, cultural bias or ageism. In addition, assess the book for appropriateness of the illustrations and length. Justify your conclusions.

2. Portfolio Assignment: Compile a language arts portfolio using the guidelines distributed in class. Collect activity plans, class handouts, flannel stories, poems, chants, and listening activities. Throughout the semester you will be asked to add written entries to your portfolio relating to class activities, your thoughts on issues relating to language arts, your philosophy of early childhood education, and your role as a teacher of young children in this curriculum area.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:
Performance exams
Written homework
Term or other papers
Presentation

V. INSTRUCTIONAL METHODS
Demonstration
Discussion
Group Activities
Guest Speakers
Lecture
Multimedia presentations
Role Play

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS
Study
Answer questions
Required reading
Written work
Observation of or participation in an activity related to course content

Estimated Independent Study Hours per Week: 6

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS
Machado, J.M.. Early Childhood Experiences in Language Arts. 11th ed. Cengage Learning , 2016.
Qualifier Text: Discipline Standard,

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS
Fox,M. (2008) Reading Magic. 2nd Edition. New York: Scholastic. Discipline standard.

D. OTHER REQUIRED MATERIALS
Students will furnish various materials and supplies necessary for the preparation and presentation of learning activities.

VIII. CONDITIONS OF ENROLLMENT

A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
Course Prerequisite Child Development-103	Sequential

B. Requisite Skills

Requisite Skills
Understanding of Piaget's theory of cognitive development. CDEV 103 - Examine and discuss major theories of child development such as those of Piaget, Vygotsky, Freud, Erikson, and Bronfenbrenner.
Ability to identify major principles governing development. CDEV 103 - Define developmental theory and explain how theories are used to understand child behavior and development.
Ability to recognize and analyze the effects of environmental and cultural influences on development. CDEV 103 -Analyze the effect of biological, environmental, and cultural influences on the development of children of all ages.

C. **Recommended Preparations (Course and Non-Course)**

Recommended Preparation	Category and Justification
English 1	**Category:** Course **Justification:** This course involves reading college level textbooks, developing written projects, and answering essay questions. A student's success in this class will be enhanced if they have these skills.
Eligibility for English 1A or qualification by appropriate assessment	**Category :** Non-Course **Justification:** This course involves reading college level textbooks, developing projects, and answering essay questions. A student's success in this class will be enhanced if they have these skills.

D. **Recommended Skills**

Recommended Skills
Students need well-developed reading skills in order to understand and interpret information in their textbooks and writing skills to develop essays and projects. In addition, writing is required for essay questions and projects. ENGL 1- Summarize, analyze, evaluate, and synthesize college-level texts. ENGL 1 - Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.

E. **Enrollment Limitations**

Enrollment Limitations and Category	Enrollment Limitations Impact

Course created by Antoinette Phillips on 10/01/1996

BOARD APPROVAL DATE: 02/18/1997

LAST BOARD APPROVAL DATE: 10/21/2019

Last Reviewed and/or Revised by Michelle Moen   **Date: 3/27/2019**
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