

**CUYAMACA COLLEGE**  
**COURSE OUTLINE OF RECORD**

**CHILD DEVELOPMENT 129 – LANGUAGE AND LITERATURE FOR CHILD DEVELOPMENT**

3 hours lecture, 3 units

**Catalog Description**

Designed to help teachers build language opportunities into every curriculum area, and to explore methods and activities that foster language and emerging literacy skills for young children, including children with special needs. The course focus will include first and second language acquisition, techniques of storytelling and puppetry, the evaluation of children’s literature, and reference to the California Preschool Learning Foundations.

**Prerequisite**

None

**Recommended Preparation**

“C” grade or higher or “Pass” in CD 125 or equivalent

**Entrance Skills**

Without the following skills, competencies and/or knowledge, students entering this course will be highly unlikely to succeed:

- 1) Knowledge of the major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language.
- 2) Knowledge of the diverse needs of children, including linguistic, cultural, socioeconomic and special needs.

**Course Content**

- 1) Teacher's role in providing inclusive, culturally sensitive early literacy and language development experiences for young children
- 2) Selection and evaluation of high quality literature; types of books, including picture books, expository books, and books that reflect diversity and special needs
- 3) Strategies for linking picture books to other areas of the curriculum and classroom environment
- 4) Storytelling, dramatic play, puppets, felt board stories, poetry, and related methods for sharing language and literature experiences with young children
- 5) Language development and emerging literacy, including approaches for supporting literacy skills and abilities in young children, including second language learners and children with special needs
- 6) Effective practices and procedures for sharing language and literature experiences with groups of young children with adaptations for second language learners and children with special needs

**Course Objectives**

Students will be able to:

- 1) Develop and implement appropriate literature-based activities for young children, including presenting activities to groups of children.
- 2) Investigate and apply developmentally appropriate principles and teaching strategies to enhance young children’s learning and skills through language and literature experiences.
- 3) Analyze the teacher's role in providing an effective and appropriate language and literature environment and curriculum in early childhood programs.
- 4) Describe developmental milestones related to language development in young children birth to age 8.

- 5) Compare and evaluate a variety of materials and methods, including those that are inclusive, non-sexist, anti-bias, and multicultural, which provide developmentally appropriate early literacy skills.

### **Method of Evaluation**

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system.

- 1) Individual class presentations that require a student to demonstrate skills in planning, implementing, and modifying developmentally appropriate language and literature experiences for young children.
- 2) Written activity plans, with evaluation and documentation which measure a student's ability to present a language and literature activity to a group of young children.
- 3) Class activities that require a student to demonstrate the ability to use resources, methods and materials language and literature experiences that are developmentally appropriate, culturally diverse, and adapted for young children with special needs.
- 4) Written exams which measure a student's ability to describe developmental language stages and milestones, design a quality language and literature program for young children, and identify and apply techniques for sharing language and literature experiences for young children.

### **Special Materials Required of Student**

Materials for creating and story language and literatures activities

### **Minimum Instructional Facilities**

Smart classroom with moveable furniture

### **Method of Instruction**

- 1) Lecture and discussion
- 2) Student demonstration and activities
- 3) Instructor-guided group tasks and assignments
- 4) Audiovisual and web-based materials

### **Out-of-Class Assignments**

- 1) Reading assignments from text and other appropriate sources
- 2) Preparation of language and/or literature materials and activities to be presented in class
- 3) Organization of course materials into a functional resource file
- 4) Preparation and presentation of a language arts activity to a group of young children
- 5) Investigation of community resources related to early literacy

### **Texts and References**

- 1) Required (representative examples):
  - a. Machado, Jeanne. *Early Childhood Experience in Language Arts: Early Literacy*, 11th edition. Cengage, 2015.
  - b. Compton, Michelle and Thompson, Robin. *Storymaker: The Maker Movement Approach to Literacy for Early Learners*. Redleaf, 2018.
  - c. Russell, David L. *Literature for Children: A Short Introduction*. 9th edition. Pearson, 2019.
- 2) Supplemental: None

### **Exit Skills**

Students having successfully completed this course exit with the following skills, competencies and/or knowledge:

- 1) Values, purposes, and goals of language and literature for infants, toddlers, and preschool children, including young children with special needs.

- 2) Resources and lesson plans for a wide range of curriculum activities in language and literature, including a wider variety of language and literature methods and materials appropriate for young children that reflect developmental appropriateness, cultural diversity, and adaptations for young children with special needs.
- 3) Family and cultural differences in communication.

**Student Learning Outcomes**

Upon successful completion of this course, students will be able to:

- 1) Develop and implement developmentally appropriate literature-based curriculum for young children, including presenting activities to inclusive groups of children.
- 2) Describe the stages related to language and literacy development in young children birth to age 8.
- 3) Compare and evaluate a variety of materials and methods, including those that are inclusive, non-sexist, anti-bias, and multicultural, which provide developmentally appropriate early literacy skills.