

# CDE A130: LANGUAGE ARTS FOR CHILDREN

Item	Value
Curriculum Committee Approval Date	09/22/2021
Top Code	130500 - Child Development/Early Care and Education
Units	3 Total Units
Hours	54 Total Hours (Lecture Hours 54)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Open Entry/Open Exit	No
Grading Policy	Standard Letter (S)

## Course Description

Development of literacy skills in children ages birth to 5 years. Included are activities such as book selection, storytelling, finger plays, flannel stories, language centers, early writing, alphabetic and phonemic awareness. Formerly known as EC A130. Transfer Credit: CSU.

## Course Level Student Learning Outcome(s)

1. Design a whole language program for a particular class of preschoolers, identifying individual needs, and adapting curriculum for children with special needs and English Language Learners (ELL).
2. Collect a resource file of language activities and props.
3. Effectively present a variety of language activities.

## Course Objectives

- 1. Identify the major characteristics of preschool children's language development.
- 2. Identify the characteristics of good books for preschool children and be able to evaluate the quality of children's books
- 3. Design a whole language program for a particular class of preschoolers and identify individual as well as group needs.
- 4. Describe and evaluate the role of the teacher in stimulating language development.
- 5. Explain the value of poems, puppets, creative dramatics, fingerplays, flannel board stories for young children.
- 6. Plan for and effectively present and evaluate a flannel board.
- 7. Evaluate the appropriateness of fiction and non-fiction books for preschool children.
- 8. Collect a resource file of language activities.
- 9. Adapt curriculum for children with special needs and English Language Learners (ELL).
- 10. Document children's development in writing and speaking.
- 11. Design a writing center and an activity file for this area.
- 12. Create activities to support essential elements of literacy in resource file.
- 13. Explain the teacher's role in helping a preschool child to be ready for kindergarten.

- 14. Create a literacy activity that would include the family.
- 15. Sign a poem or story using sign language.
- 16. Adapt an activity so that a child with special needs can participate.

## Lecture Content

Language Development Major theories of language development Skinner Chomsky Language development of children 0-5 years Mother First communication Babbling Listening responding First words Slow growth of vocabulary Combing words Motor development and language Communication Disorders Early warning signs Resources for parents Adapting curriculum for children with speech and language problems Observations Parent-non-verbal child interaction Parent-verbal child interaction Language Arts in the Preschool Defining language arts Language activities Literacy development Literature for young children Environments that support literacy Language arts goals for children Oral language Emergent literacy Telling stories Adult story telling Children telling their stories Adults telling children's stories Symbolic thinking Beginning reading and writing Listening skills Setting goals for individual children Student Activities Design an activity to meet a specific child's need or interest for each of areas # 1-6 in B above Selecting Books for Young Children Criteria for selection Meeting children's needs and interests The role of books in the classroom Book corners Student activities Find 10 books that meet criteria, written evaluation, and oral presentation Design a book corner and written rationale for design Story Presentation Choosing age appropriate stories The art of reading stories Techniques Teacher-child interaction Story telling Historical background Techniques Teacher-child interaction Flannel Board Stories Appropriate use of flannel boards Presenting flannel board stories Student activities Make 10 flannel stories in class for resource kit Present 2 flannel stories in class-evaluate Videotape flannel board story telling to children-evaluate Poetry and Fingerplays Selecting and presenting poetry for children Age appropriate poetry Acting out poems Using fingerplays with children Fingerplays for 2's, 3's or 4's Building on fingerplays Changing versus Changing motions Student Activities Collect 25 fingerplays and teach 3 in class Research and evaluate poetry books for children Puppetry Using puppets with young children Making simple puppets Students present stories through puppets Creative Dramatics What is creative dramatics for children? Effective use of creative dramatics with children Developing creative dramatic stories Student Workshop Time The development of 10 flannel board stories The development of 10 finger puppet sets The development of 2 puppets Adapting Language Art Experiments for Children with Special Needs Language Observations and Documentation Language samples Writing samples Story dictations Essential Elements of Literacy Motivation and enthusiasm Oral language, vocabulary, and comprehension skills Phonological awareness and phonemic awareness Alphabet knowledge Knowledge of concepts of print Enhancing background knowledge Family involvement Addressing the needs of English language learners Pre-kindergarten articulation Intentional integration of early literacy elements into all aspects of the curriculum On-going assessment Using Sign Language in the Classroom The Writing Center Set-up Activities The Book Corner Sep-up Activities Environmental Literacy School Readiness Adapting Curriculum for Children with Special Needs

## **Method(s) of Instruction**

- Lecture (02)
- DE Live Online Lecture (02S)
- DE Online Lecture (02X)

## **Instructional Techniques**

- Lecture and illustration of literacy concepts - Demonstration of the various teaching techniques used with children while presenting the different language activities - Discussion of student's analysis of various literacy experiences and qua

## **Reading Assignments**

Reading in textbook 3 hours a week

## **Writing Assignments**

- Evaluations of 10 children's books - Creation and description of a whole language program including rationale - Evaluation of peer presentations - Evaluation of a classroom whole-language program 8-10 hours in total

## **Out-of-class Assignments**

Observations and evaluations of 2 parent-child interactions Observation and analysis of teacher role in supporting language development in various activities 3 hours a week

## **Demonstration of Critical Thinking**

Written Assignments - Observations and evaluations of 2 parent-child interactions - Evaluations of 10 children's books - Creation and description of a whole language program including rationale - Observation and analysis of teacher role in supporting language development in various activities - Evaluation of peer presentations - Evaluation of a classroom whole-language program

## **Required Writing, Problem Solving, Skills Demonstration**

- Observations and evaluations of 2 parent-child interactions - Evaluations of 10 children's books - Creation and description of a whole language program including rationale - Observation and analysis of teacher role in supporting language

## **Eligible Disciplines**

Child development/early childhood education: Master's degree in child development, early childhood education, human development, home economics/family and consumer studies with a specialization in child development/early childhood education, or educational psychology with a specialization in child development/early childhood education OR bachelor's degree in any of the above AND master's degree in social work, educational supervision, elementary education, special education, psychology, bilingual/bicultural education, life management/home economics, family life studies, or family and consumer studies OR the equivalent. Master's degree required.

## **Textbooks Resources**

1. Required Teaching Young Children. Learning About Language and Literacy in Preschool, ed. NAEYC, 2015