



**Note to Instructor: Replace the placeholder text beneath the headings with the appropriate information for your course. Please note that all sections, with the exception of "Other Course Information," are required elements.**

### Basic Course Information

Semester:	Spring 2021	Instructor Name:	Cecile Richmond
Course Title & #:	Language and Literacy for young children CDEV 120	Email:	Cecile.richmond@imperial.edu
CRN #:	21680	Webpage (optional):	
Classroom:	On-Line	Office #:	E-mail or text to set-up a Zoom Meeting
Class Dates:	2-16 to 6-11	Office Hours:	
Class Days:		Office Phone #:	
Class Times:	5:15pm to 7:20pm	Emergency Contact:	CFCS Secretary: 760-355-6232
Units:	2 units	Class Format:	On-line

### Course Description

This course is an overview of language and literacy development in the first eight years of life. Participants will explore teaching strategies and practical skills to engage children in integrated listening, speaking, reading, and writing experiences. Emphasis on California Preschool Learning Foundations and Frameworks, and development of hands-on learning experiences for young children. Applicable to required or professional development units for Child Development Permit holders, pre-school, transitional kindergarten, and early primary teachers. (CSU)

### Course Prerequisite(s) and/or Corequisite(s)

NONE

### Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Plan experiences and environments that support children's language and literacy development, based on observation of children's abilities, needs, and interests. (ILO1, ILO4)
2. Implement strategies to collaborate with families and caregivers to support children's language and literacy development. (ILO2, ILO4, ILO5)

3. Explain the role of early learning standards and assessment in the education of young children. (ILO1, ILO2, ILO5)

## Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Use knowledge and early learning standards to select materials, analyze appropriate literature, and design, implement, and evaluate curriculum and experiences to promote children's language and literacy development.
2. Articulate strategies to integrate language and literacy opportunities into the daily routines and throughout all curriculum areas.
3. Discuss effective strategies to collaborate with families and caregivers to support children in the development of language, reading, and writing skills.
4. Explain the roles of early learning standards in the education of young children and their relationship to assessment.

## Textbooks & Other Resources or Links

- California State Preschool Learning Foundations, Available at:  
<http://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf>

## Course Requirements and Instructional Methods

Grades will be based upon class participation, attendance and the completion of assignments, quizzes and tests throughout the semester.

All material presented in the text, study guide, videos and handouts will be part of the evaluation process.

All students must participate in instructor-initiated contact whether it be via zoom or through email a response is required.

**The following resources shall be used to maintain contact with students:**

- a. Orientation material.
- b. Weekly announcements in Canvas
- c. Threaded discussion boards
- d. Email contact within or outside Canvas (response to student emails recommended within 24-48 hours); and

- e. Timely feedback for student work.
- f. Participation in online group collaboration projects
- g. Face-to-face informal meetings via zoom (e.g. review sessions)
- h. Face-to-face formal meetings (e.g. regular, scheduled class sessions)

Other as appropriate

All assignments must be submitted online to Canvas. If you are having difficulty you can email assignment to instructor. Although all assignments will have due dates, all assignments can and must be submitted by the end of the semester. All assignments have a rubric by which the student can view what is required to receive the highest grade on that assignment.

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

### **What if I need to borrow technology or access to WIFI?**

1. To request a loaner laptop, MYFI device, or another electronic device, please submit your request here: <https://imperial.edu/students/student-equity-and-achievement/>
2. If you'd like access the WIFI at the IVC campus, you can park in parking lots "I & J". Students must log into the IVC student WIFI by using their IVC email and password. The parking lots will be open Monday through Friday from 8:00 a.m. to 7:00 p.m.

#### Guidelines for using parking WIFI:

- Park in every other space (empty space BETWEEN vehicles)
- Must have facemask available
- For best reception park near buildings
- Only park at marked student spaces
- Only owners of a valid disabled placard may use disabled parking spaces
- Only members of the same household in each vehicle
- Occupants **MUST** remain in vehicles
- Restrooms and other on-campus services not available
- College campus safety will monitor the parking lot
- Student code of conduct and all other parking guidelines are in effect
- Please do not leave any trash behind
- No parking permit required**

If you have any questions about using parking WIFI, please call Student Affairs at 760- 355-6455.

## Course Grading Based on Course Objectives

- Discussion Questions -**10 points each**
- Book and Storytelling Activity (Individual) video presentation---**100 points.**
- Flannel board Story (Individual) video presentation—**50 points**
- **Creating Flannel board n**(Individual) video presentation—**50 points**
- Home Made Puppet (Individual) video presentation ---**100 points.**
- Finger play with Actions (Individual)---**100 points**
- Action Play with Props (Individual) video presentation---**100 Points.**
- Practice activity plan -- submitted online-**25 Points.**
- Language Activity plan—(Individual) Submitted online **100 Points.**
- **Final (Individual) Submitted Online ---150 Points**  
Integrated activity plan and web from a Children's Book

**90 -100% = A**

**80 - 89% = B**

**70 - 79% = C**

**60 - 69% = D**

**59% and below**

"When grades are given for any course of instruction taught in a community college district, the grade given to each student shall be the grade determined by the faculty member of the course, and the determination of the student's grade by the instructor, in the absence of mistake, fraud, bad faith or incompetency, shall be final. " California Education Code, Section 76224

(a) Everyone in each class can earn an "A" grade. There is no set number or percentage that limits how many A's can be earned in each class. All assignments have a rubric by which the student can view what is required to receive the highest grade on that assignment.

## Course Policies

- A student who fails to attend the first week of class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absence exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.
- **What does it mean to "attend" an online class? Attendance is critical to student success and for IVC to use federal aid funds. Acceptable indications of attendance are:**
  - ☐ Student submission of an academic assignment
  - ☐ Student submission of an exam
  - ☐ Student participation in an instructor-led Zoom conference
  - ☐ Documented student interaction with class postings, such as an interactive tutorial or computer-assisted instruction via modules
  - ☐ A posting by the student showing the student's participation in an assignment created by the instructor.
  - ☐ A posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters.
  - ☐ An email from the student or other documentation showing that the student has initiated contact with a faculty member to ask a question about an academic subject studied in the course.

Logging onto Canvas alone is NOT adequate to demonstrate academic attendance by the student.

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional

icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

## **How am I expected to act in an online “classroom” (especially Zoom)?**

Attending a virtual meeting can be a challenge when there are many students on one conference call. Participating in such meetings may count as class attendance, but disruptive behavior may also result in you not being admitted to future meetings. Follow the tips below for best results:

### **1) Be RESPECTFUL**

- a. Your written, verbal, and non-verbal communications should be respectful and focused on the learning topics of the class.

### **2) Find a QUIET LOCATION & SILENCE YOUR PHONE (if zooming)**

- a. People walking around and pets barking can be a distraction.

### **3) EAT AT A DIFFERENT TIME.**

- a. Crunching food or chugging drinks is distracting for others.
- b. Synchronous zoom times are set in advance so reserve meals for outside class meetings.

### **4) ADJUST YOUR LIGHTING SO THAT OTHERS CAN SEE YOU**

- a. It is hard to see you in dim lighting so find a location with light.
- b. If your back is to a bright window, you will be what is called “backlit” and not only is it hard on the eyes (glare) but you look like a silhouette.

### **5) POSITION THE CAMERA SO THAT YOUR FACE AND EYES ARE SHOWING**

- a. If you are using the camera, show your face; it helps others see your non-verbal cues.
- b. You may be at home, but meeting in pajamas or shirtless is not appropriate so dress suitably. Comb your hair, clean your teeth, fix your clothes, etc. before your meeting time to show self-respect and respect for others.

### **6) Be READY TO LEARN AND PAY ATTENTION**

- a. Catch up on other emails or other work later.
- b. If you are Zooming, silence your phone and put it away.
- c. If you are in a room with a TV – turn it off.

### **7) USE YOUR MUTE BUTTON WHEN IN LOUD PLACES OR FOR DISTRACTIONS**

- a. Pets barking, children crying, sneezing, coughing, etc. can happen unexpectedly. It's best if you conference in a private space, but if you can't find a quiet place, when noises arise **MUTE** your laptop.

## 8) REMEMBER TO UNMUTE WHEN SPEAKING

- a. Follow your instructor's directions about using the "raise hand" icon or chat function to be recognized and to speak, but make sure you have unmuted your device.
- b. Do not speak when someone else is speaking.

## 9) REMAIN FOCUSED AND PARTICIPATE IN THE MEETING

- a. Especially when the camera is on YOU, we can all see your actions. Engage in the meeting. Look at the camera. Listen to instruction. Answer questions when asked.
- b. Do not use the Zoom meeting to meet with your peers or put on a "show" for them.

## 10) PAUSE YOUR VIDEO IF MOVING OR DOING SOMETHING DISTRACTING

- a. Emergencies happen. If you need to leave the room or get up and move about, stop your video.

## IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit <http://www.imperial.edu/studentresources> or click the heart icon in Canvas.

### Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services \(DSP&S\)](#) office as soon as possible. When campus is open, The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

### Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center.** A Student Health Nurse is available on campus, but you must make an appointment. In addition, Pioneers Memorial Healthcare District provides basic health services for students, such as first aid and care for minor illnesses. Contact the IVC



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Student Health Center at 760-355-6128, or when campus reopens, visit Room 1536 for more information.

- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or when campus reopens, in the building 1536 for appointments or more information.

### **Veteran's Center**

The mission of the IVC Military and Veteran Success Center is to provide a holistic approach to serving military/veteran students in three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie. The Center also serves as a central hub that connects military/veteran students, as well as their families, to campus and community resources. The goal is to ensure a seamless transition from military to civilian life. When campus reopens, the Center is in Building 600 (Office 624), telephone 760-355-6141.

### **Extended Opportunity Program and Services (EOPS)**

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, book grants, transportation assistance, individualized counseling, tutoring, and community referrals to eligible students. Our staff is available to assist and support students in navigating personal, psychological, academic, and/or career-related issues through empathy, cultural-competence, and a commitment to equity and social justice. Also under the umbrella of EOPS is the CARE (Cooperative Agency Resources for Education) Program, designed to serve single parents and assist with addressing issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program. For additional information about the EOPS or CARE Programs please contact our Program Office 760.335-6407 and/or visit our Program website [www.imperial.edu/students/eops](http://www.imperial.edu/students/eops) for eligibility criteria and application procedures. We look forward to serving you! - EOPS/CARE Staff

### **Information Literacy**

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

### **Additional Services for Students**



Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

### **How do I access services now that we are mostly online?**

- **CANVAS LMS.** Canvas is Imperial Valley College's Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- [Learning Services](#). In order to accommodate students and maximize student success during the COVID-19 Pandemic, all tutoring support is being provided through one Zoom link ([IVC online Tutoring](#)). When campus is open again, there are several learning labs to assist students. Whether you need support using computers, or you need a tutor, please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- [Library Services](#). Visit the Spencer Library's page on the IVC website for a wealth of valuable resources and online access to databases, e-books and more. Contact us so we can help you with instructional and research development skills (for those conducting research and writing academic papers). When campus re-opens, students also have access to tutoring services in the Study Skills Center as well as private study rooms for small study groups. There is more to our library than just books!
- [Career Services Center](#). The Career Services Center is dedicated to serve all IVC students and Alumni. Services include Career Assessments, Resume and Cover Letter Assistance, Interview Preparation, Internship Opportunities and Job Placement.
- [Child Development Center](#). The Preschool and Infant/Toddler Centers are on-campus demonstration lab programs that meet the educational, research, and service needs of the institution and community at large. The Preschool program (children three to five years of age) and the Infant/Toddler program (newborn to three years of age) is in buildings 2200 and 2300. Service is available to families who meet the California Department of Education qualifications for enrollment. The centers are open during COVID from Monday-Friday 7:15-5:30. Breakfast, lunch and snack are provided through the California Adult and Child Food Program. Location: Buildings 2200 and 2300. Phone: (760) 355-6528 or (760) 355-6232. Application: <https://forms.imperial.edu/view.php?id=150958>

## Anticipated Class Schedule/Calendar

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1 Feb 16-21	MODULE 0: Syllabus and Introduction Module and	INTRODUCTION DISCUSSION DUE
Week 2 Feb 22-28	MODULE 1: ACTIVITY AND LESSON PLANNING AND DEVELOPMENTALLY APPROPRIATE PRACTICE.	DISCUSSION QUESTION DUE
Week 3 March 1-7	MODULE 1: ACTIVITY AND LESSON PLANNING AND DEVELOPMENTALLY APPROPRIATE PRACTICE.	PRACTICE ACTIVITY PLAN DUE
Week 4 March 8-14	MODULE 1: ACTIVITY AND LESSON PLANNING AND DEVELOPMENTALLY APPROPRIATE PRACTICE.	LANGUAGE LITERACY ACTIVITY PLAN DUE  SELF ASSESSMENT STUDENT SURVEY DUE
Week 5 March 15-21	MODULE 2: LITERACY, READING CHILDREN'S BOOKS: DISCUSSION: FAVORITE CHILDHOOD STORY.	FAVORITE CHILDHOOD STORY. DISCUSSION DUE
Week 6 March 22-28	MODULE 2: LITERACY, READING CHILDREN'S BOOKS: READING BOOKS TO CHILDREN	VIDEO: READING A BOOK TO CHILDREN PRESENTATION DUE
Week 7 March 29- April 4	MODULE 3: USING PUPPETS WITH CHILDREN CREATING HOMEMADE PUPPETS AND STORIES	MODULE 3 DISCUSSION QUESTION DUE
Week 8 April 5-11	<b>Spring Break</b>	
Week 9 April 12-18	MODULE 3: USING PUPPETS WITH CHILDREN CREATING HOMEMADE PUPPETS AND STORIES	HOME MADE PUPPET VIDEO PRESENTATION DUE
Week 10 April 19-25	MODULE 4: FINGERPLAYS, ACTIONPLAYS AND VISUAL PROPS. CONVERTING A FINGERPLAY INTO AN ACTIONPLAY	FINGERPLAY DUE



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<b>Week 11</b> <b>April 26-</b> <b>May 2</b>	<b>MODULE 4: FINGERPLAYS, ACTIONPLAYS AND VISUAL PROPS CONVERTING A FINGERPLAY INTO AN ACTIONPLAY</b>	<b>ACTION PLAY DUE</b> <b>VIDEO</b> <b>PRESENTATION DUE</b> <b>SELF ASSESSMENT</b> <b>DUE</b>
<b>Week 12</b> <b>May 3-9</b>	<b>MODULE 5: FLANNEL BOARD AND FLANNEL BOARD STORIES</b>	<b>REVIEW ALL VIDEOS</b> <b>AND MATERIALS</b>
<b>Week 13</b> <b>May 10-16</b>	<b>MODULE 5: FLANNEL BOARD AND FLANNEL BOARD STORIES</b>	<b>FLANNEL BOARD DUE</b> <b>FLANNEL BOARD</b> <b>STORY DUE</b>
<b>Week 14</b> <b>May 17-23</b>	<b>MODULE 5: FLANNEL BOARD AND FLANNEL BOARD STORIES</b>	<b>VIDEO</b> <b>PRESENTATION DUE</b> <b>SELF ASSESSMENT</b> <b>DUE</b>
<b>Week 15</b> <b>May 24-30</b>	<b>FINAL MODULE: INTERGRATED ACTIVITY PLAN AND WEB</b>	<b>REVIEW ALL</b> <b>MATERIALS IN</b> <b>MODULE WORK ON</b> <b>FINAL</b>
<b>Week 16</b> <b>May 31-</b> <b>June 6</b>	<b>FINAL MODULE: INTERGRATED ACTIVITY PLAN AND WEB</b>	<b>REVIEW ALL</b> <b>MATERIALS IN</b> <b>MODULE WORK ON</b> <b>FINAL</b>
<b>Week 17</b> <b>June 7-11</b>	<b>FINAL MODULE: INTERGRATED ACTIVITY PLAN AND WEB</b>	<b>FINAL PROJECT DUE</b>

**\*\*\*Subject to change without prior notice\*\*\***