



Basic Course Information

Semester:	Fall 2024	Instructor Name:	Cecile Richmond
Course Title & #:	Language and Literature for Young Children, CDEV 120	Email:	Cecile.richmond@imperial.edu
CRN #:	10928	Webpage (optional):	N/A
Classroom:	209	Office #:	203 C
Class Dates:	August 12th - December 7th	Office Hours:	Tuesday 11am to 1 pm and Wednesday 1pm to 3 pm
Class Days:	Tuesdays & Thursdays	Office Phone #:	(760) 235-5441 Cell
Class Times:	9:35 am - 10:40 am	Emergency Contact:	Alexiss Catorena (760) 355-6232
Units:	2	Class Format/Modality:	Face-to-Face

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.

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

N/A

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.
2. Implement strategies to collaborate with families and caregivers to support children's language and literacy development.
3. Explain the role of early learning standards and assessment in the education of young children.

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.



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Textbooks & Other Resources or Links

Required:

California State Preschool Learning Foundations, Available at:

<http://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf>

Various in-class handouts

California Early Learning Foundations Vol. 1

Strongly recommended:

Early Childhood Experiences in Language Arts: Early Literacy 10th Edition by Machado, Jeanne M.

ISBN-10: 1-111-83261-7

ISBN-13: 978-1-111-83261-2

Course Requirements and Instructional Methods

Assignments

Attendance | Participation 75 points

Attendance and participation in class are a necessary part of the learning process and you are expected to attend each class. To encourage regular attendance, role will be taken at the beginning and/or toward the end of each class period. Group grades may also be affected by absences.

Letter to Parents 25 points

Create a letter that could be sent home to parents sharing your personal philosophy about language and literacy as it relates to young children. A detailed description of what needs to be included will be discussed in class. ·

Children's Book Presentatio 50 Points

Select a children's book to read. You will write a paragraph describing the book and read it in. A handout describing the project in more detail will be discussed in class. The second part of this book report you will create a story prop and you will need to share it with the class.

Elements of Children's Literature 25 points

You will create a list of the elements that make up effective children's literature based on resources provided in class.

Finger play with Actions (Presentation) Individual---50 points

Action Play with Props (Group Presentation) -50 Points

Flannel board Story (Presentation) Individual 50 points

Create and Present a Curriculum Web 25 points

In small groups you will select a piece of children's literature and develop a curriculum "web" to present to the class. A detailed description of this project will be handed out and discussed in class. Please type one paper for the entire group to turn in to be graded. *Please make a handout for each classmate.



Create a Puppet 50 points

You will:

1. Select a storybook appropriate for preschool ages 3-5
2. Create a puppet that can be used to "tell" your selected story
3. Present your puppet and story to the class.

Annotated Bibliography 100 points

You will select 10 children's books (for preschool ages 3-5) and prepare an annotated bibliography and a lesson plan for 1 of the books.

General Assignment Check List

On time

Own work

Complete

Typed

Proper grammar, spelling

Prepared to present in class



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Course Grading Based on Course Objectives

Grading Criteria

You are graded according to how many points you accumulate throughout the semester

500-400 points - A

399-300 points- B

299-200 points- C

199-100 points- D

99-0 points - F

Academic Honesty (Artificial Intelligence -AI)

IVC values critical thinking and communication skills and considers academic integrity essential to learning. Using AI tools as a replacement for your own thinking, writing, or quantitative reasoning goes against both our mission and academic honesty policy and will be considered academic dishonesty, or plagiarism unless you have been instructed to do so by your instructor. In case of any uncertainty regarding the ethical use of AI tools, students are encouraged to reach out to their instructors for clarification.

Course Policies

DROP POLICY AND IMPORTANT DATES

Your attendance for this course will be evident each time class is held and every time you log into our class canvas site. **If you do not attend class, log to Canvas on AND complete your work for two weeks, the instructor reserves the right to drop you from the course**

Don't Forget! - Remember to withdraw or drop the course by the college's deadlines if you choose not to finish the course and/or do not want a failing grade on your transcript.

Attention Students Receiving Financial Aid: If you are receiving financial assistance, please be aware that if you do not complete the course, you will have to pay back unearned financial aid.

ACADEMIC INTEGRITY POLICY

Ethical behavior is not just critical in the professional world. It is a cornerstone of your academic experience and it ensures that each student gets appropriate credit for the work they complete and have the optimal opportunities to learn. Please become familiar with the academic integrity and plagiarism policy of the College

Here are some helpful guidelines:

- If you use information from any source, online or in print, in your own writing, be sure to acknowledge the source within the content AND in a reference at the end of your work/assignment.
- If you take more than one printed line of words consecutively from the source, put quotation marks around them, put the author's name in the parentheses, and provide a full reference.



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- Complete original work for this class. Avoid reusing your own work (without permission) or using the work of another student.

If you are unclear about this, please contact me for clarification. If you submit or post work that violates the academic integrity and plagiarism policy, you will not receive credit for that work. Serious or repeat violations could result in being reported to the college, failing this course, and/or expulsion.

THE MANY FORMS OF SUCCESS

While most students have a desire to see a certain grade on their transcripts at the end of the course, it's important to note that success happens in many ways. Success happens when we are the first in our families to go to college because we represent not just ourselves, but also our families. Success happens when we create new identities for ourselves – identities that lie in contrast to the words and actions of others who tell us that we do not belong in college, that we are at risk, or that we are not capable of online classes. Success happens every time we notice a classmate who needs and advocate or a friend, and we act on their behalf through support, encouragement, and kindness. Recognize what success means to you and celebrate your efforts and accomplishments (even when others don't).

WHAT YOU CAN EXPECT FROM ME

- To prepare the modules and open them by their start date. They will be opened a bit early for those students ready to move on early.
- To create a collaborative environment in which the learning of the group can thrive.
- To stay in regular contact throughout the course by grading, emailing, videos, and announcements.
- To respect your time by having a purpose for all content and work within the course. To be as transparent about the purpose of the work being completed as possible.
- To be clear with expectations and directions. But know some work may be very open-ended, without one “right” way.
- To be approachable, respectful, open-minded, and willing to be called out on my mistakes (I am human, and I do make mistakes).
- To help you develop a plan for your success if you are struggling.
- To grade your work in a timely manner (within the next module, unless otherwise stated).
- To provide constructive feedback and be willing to explain how you earn your points for the class.
- To protect our learning environment by responding to any disrespect or inappropriate behavior or reports of such behavior.

MY EXPECTATIONS OF YOU

BE RESPONSIBLE

Please be responsible for your learning and success by:

- Logging in each week.
- Working through the content and assigned work before the due dates.
- Reaching out to each other and me as needed.

If you fall behind, it may be very difficult for you to catch up and you may not be able to earn enough points to pass the class.

COMMIT YOUR TIME AND EFFORT

Time management is going to be vital to your success in this class. Here are some tips:

- You might find it useful to build time to work on the course into your schedule.

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- Complete and submit all work.
 - Meet (or beat) deadlines and due dates.
 - Procrastination is not your friend; don't wait until the last minute.

SEE ME AS A RESOURCE AND AS A SUPPORTER

I know that life happens and that sometimes it can be a struggle to balance it all.

- If you find yourself falling behind and missing deadlines for your work, reach out to me.
- Don't wait to get in contact with me (or your options may be very limited and have irreversible consequences).
- If the cause of your delays is temporary, you can create a plan to get back on track.
- If you consistently find yourself without enough time (or energy) to complete your work, you may have overextended yourself.

USE THE TECHNOLOGY

In order to complete your work for this course, you will be using a variety of technologies

- Within Canvas (discussion boards, blogs, assignments, and quizzes).
- Google Docs/Slides/Forms (you do not have to create an account).

Contributions you make to the course (through Discussion Boards, Google Docs, Google Slides, etc.) are not made available to anyone outside of our course. If you ever have concerns about sharing, please contact me directly.

CREATE A CULTURE OF RESPECT

This course must be a safe place to allow people to fully engage and share.

- Please be open-minded, respectful, and non-judgmental of diverse practices and views.
- If you need further guidance, refer to the Ground Rules or reach out to me.
- Please let me know immediately if you see or experience anything that is inappropriate, offensive, or confrontational.

BE A COURSE QUALITY ADVOCATE

- While I would prefer that my course be error-free and close to perfect, it won't be.
- You may find issues in Canvas that I miss.
- Please contact me when you see an error, or if something is not working correctly.
- If the first student who finds such a thing lets me know, it can be fixed before it affects anyone else.

YOUR PRESENCE MATTERS

The learning that takes place in this course is a group effort.

- Everyone must be responsible for their actions in the course and recognize their importance and impact on everyone's learning.
- The learning environment for everyone is negatively impacted when students are not participating.

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.

Anticipated Class Schedule/Calendar

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

Date	Class Schedule	Assignments Due
Week 1 & 2	<ul style="list-style-type: none"> ● Syllabus & Introduction ● Syllabus & Introduction 	<ol style="list-style-type: none"> 1. Language Development Group Activity 2. Letter to Parents
Week 3 & 4	<ul style="list-style-type: none"> ● Discussion ● Share children's book report ● Group work 	<ol style="list-style-type: none"> 1. Children's Book Report 2. Children's Book Report Presentation
Week 5 & 6	<ul style="list-style-type: none"> ● Discussion ● Group work 	<ol style="list-style-type: none"> 1. Elements of Children's Literature 2. Create a Children's Book (if time)
Week 7 & 8	<ul style="list-style-type: none"> ● Discussion ● Group work 	<ol style="list-style-type: none"> 1. Create and Present a Curriculum Web 2. Lesson Plan Practice
Week 9 & 10	<ul style="list-style-type: none"> ● Discussion ● Group work 	<ol style="list-style-type: none"> 1. Create a Puppet 2. Group presentations
Week 11 & 12	<ul style="list-style-type: none"> ● Discussion ● Share reading responses ● Group work time 	<ol style="list-style-type: none"> 1. Annotated Bibliography
Week 13 thru 15	<ul style="list-style-type: none"> ● Group work time 	<ol style="list-style-type: none"> 1. Create Flannel board and Story
Week 16 and 17	<ul style="list-style-type: none"> ● Work on Final ● Discussion 	<p>Final presentations</p>