

Lassen Community College Course Outline

CD 17 Children's Literature

3.0 Units

I. Catalog Description

Designed to help teachers build language opportunities into every curriculum area; to explore methods of fostering language skills of the young child; and introduce pre-reading experiences. Includes the study of children's literature, standards for evaluating books, techniques of storytelling, and puppetry. This course has been approved for online delivery.

Recommended Preparation: Successful completion of ENGL105 or equivalent multiple measures placement.

Transfers to CSU

51 hours lecture, 102 hours out-of-class, total student learning hours 153

Scheduled: Spring

II. Coding Information

Repeatability: Not Repeatable, Take 1 Time

Grading Option: Graded or Pass/No Pass

Credit Type: Credit - Degree Applicable

TOP Code: 130500

III. Course Objectives

A. Course Student Learning Outcomes

Upon completion of the course the student will be able to:

1. Analyze and select quality children's creative activities and literature appropriate to specific age levels.
2. Read aloud to young children and demonstrate the skills needed to encourage children to become readers.

B. Course Objectives

Upon completion of this course the student will be able to:

1. Examine children's literature and note how society has influenced its development.
2. Distinguish specific skills that can be developed through the use of children's literature.
3. Analyze various categories for children's literature through research, class discussion and evaluation of children's books.
4. Analyze the importance of becoming familiar with storytelling through the use of various media.
5. Review the principles of language acquisition and devise a developmental approach to planning a language program for children.
6. Develop a curriculum unit base on a specific theme with literature as its base.
7. Identify materials available for and skills developed through creative dramatics.

IV. Course Content

- A. Acquisition of Language

1. How children become literate
 2. Need to hear rich language
 3. Need to use language
 4. Goals for teaching
- B. The teacher role in providing pre-reading experiences and enhancing the development of language of the young child.
- C. Literature in the Early Childhood Program
1. Societies influence
 2. Purpose
 3. Selection
 4. Value
- D. Techniques of Storytelling
1. Flannel boards
 2. Picture files
 3. Finger plays
 4. Paper and chalk stories
 5. Dramatic storytelling
- E. Language and Literature in Curricular areas
1. Art
 2. Music
 3. Science
 4. Math
 5. Social Studies
 6. Cooking
- F. Fostering Development through Literature
1. Social
 2. Moral
 3. Intellectual
 4. Creative
- G. Creative Dramatics and Poetry for Young Children.

V. Assignments

A. Appropriate Readings

Student will be expected to read college level materials, which include the textbook, "Literature for Young Children", supplemental reading assignments, professional journals and books in the areas of child development, and literature for young children.

B. Writing Assignments

Written assignments will include evaluations of children's books, written analysis as journal articles and a literature unit.

C. Expected Outside Assignments

Will include reading and writing assignments and reports related to the subject matter.

D. Specific Assignments that Demonstrate Critical Thinking

Will be demonstrated through written evaluations of children's books, critiques of journal articles, and preparation of a curriculum unit on a specific theme with literature as its base.

VI. Methods of Evaluation

Will be based on satisfactory progress in the performance of a variety of activities and assignments such as examinations, written assignments, and literature unit and class participation.

Online Evaluation

A variety of methods will be used, such as: research papers, asynchronous and synchronous discussions (chat/forum), exercises/assignments, online quizzes and exams, and postings to online website.

Hybrid Evaluation

A combination of traditional classroom and online instruction will be utilized, such as 1) Traditional classroom: evaluation will be based on satisfactory progress on a variety of activities, written assignments, and literature unit. 2) Online delivery: A variety of methods will be used, such as: research papers, asynchronous and synchronous discussions (chat/forum).

VII. Methods of Delivery

Check those delivery methods for which, this course has been separately approved by the Curriculum/Academic Standards Committee.

Traditional Classroom Delivery Correspondence Delivery

Hybrid Delivery Online Delivery

Lecture, discussion seminars, small group activities, films, guest speakers, student presentation.

Online Delivery

Delivery includes the following: online written lectures, forum-based discussions, exercises/assignments contained on website, adding extra resources and other media sources as appropriate.

Hybrid Delivery

Include Methods of Delivery to include "hybrid delivery" and to say, "Each semester a minimum of 17 hours will be taught face-to-face by the instructor and the other 34 hours will be instructed online through the technology platform adopted by the District. Traditional class instruction will consist of lectures, visual aids, and group presentations. Online delivery will consist of participation in forum-based discussions and posts, web links, email communications, lecture posts, and online lectures.

VIII. Representative Texts and Supplies

Young, Bryan, Jacobs, & Tunnel; *Children's Literature, Briefly*, 7th Edition, 2020, Pearson. ISBN 13:9780135185872

IX. Discipline/s Assignment

Child Development / ECE, English

X. Course Status

Current Status: Active

Original Approval Date: 6/1/1990

Revised By: Laura Greer

Curriculum/Academic Standards Committee Revision Date: 10/17/2023