

Las Positas College  
3000 Campus Hill Drive  
Livermore, CA 94551-7650  
(925) 424-1000  
(925) 443-0742 (Fax)

**Course Outline for ECE 61**  
**LITERATURE FOR THE YOUNG CHILD**  
**Effective: Fall 2019**

**I. CATALOG DESCRIPTION:**

ECE 61 — LITERATURE FOR THE YOUNG CHILD — 3.00 units

An introduction to young children's literature, the development of speech and language and the exploration of teaching techniques which promote language, literacy and literature for the young child. Selection, evaluation and use of fiction, non-fiction, prose and poetry from existing written and/or recorded children's literature in the early childhood classroom. Approaches to reading books, storytelling, story writing, and use of puppets, flannel boards and props to facilitate children's language and appreciation of literature.

3.00 Units Lecture

**Grading Methods:**

Letter Grade

**Discipline:**

- Child Development/Early Childhood Education

	<b>MIN</b>
<b>Lecture Hours:</b>	54.00
<b>Expected Outside of Class Hours:</b>	108.00
<b>Total Hours:</b>	162.00

**II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1**

**III. PREREQUISITE AND/OR ADVISORY SKILLS:**

**IV. MEASURABLE OBJECTIVES:**

**Upon completion of this course, the student should be able to:**

- A. Explain the history and development of children's literature
- B. Show familiarity with the various genres of children's literature and how each might be integrated into the curriculum
- C. Evaluate children's picture books, fiction and nonfiction using specific criteria
- D. Align developmental stages and types of books appropriate to use within each stage
- E. Develop and present literature activities which encompass a variety of literature-related activities and purposes
- F. Demonstrate reading aloud both prose and poetry in an engaging fashion and to develop storytelling techniques
- G. Analyze children's books for stereotypes and biases related to how diverse cultures and gender (past and present) are portrayed in children's literature
- H. Explain the stages of normal language development of children
- I. Create literacy activities based on children's observed interests and current ability
- J. Assess appropriate community resources to assist in evaluation and intervention with children who have language delays
- K. Explain strategies used in working with young English language learners
- L. Develop early language and literacy experiences that demonstrate developmentally appropriate practices and is integrated into interest areas in the classroom

**V. CONTENT:**

- A. History and development of children's literature
- B. Developmental progression in children's books
- C. Genres of children's literature
  1. Traditional literature
  2. Poetry
  3. Fantasy and science fiction
  4. Realistic fiction
  5. Historical fiction
  6. Informational books and biographies
  7. Picture books
  8. Multicultural/International literature
- D. Evaluation and critiquing of children's books
  1. Examining children's books for biases and stereotypes related to gender roles, race, ethnicity, social class and family structure
  2. Inclusion of a variety of racial, cultural and linguistic groups

3. Use of rich vocabulary
4. Use of content to teach concepts, techniques and other background knowledge
5. Developmental appropriateness of content
- E. Developmentally appropriate literacy experiences
  1. Reading techniques and strategies
  2. Stages of reading aloud
  3. Development of felt board stories
  4. Storytelling
  5. Puppetry
  6. Audio-visual stories
  7. Finger plays
- F. Language development
  1. Theoretical basis of language and communication
  2. Developmental stages of language development
  3. Speech and language disorders
  4. Second language acquisition
- G. Role of the teacher in fostering language, communication and literacy development
  1. Observing and recording children's language development
  2. Listening to and interacting with young children
  3. Implementing curriculum bases on observation and theory
  4. Evaluation of curriculum related to language development
  5. Identification of community resources to assist in assessment and intervention of language delays
- H. Curriculum design
  1. Activities that promote language and communication
  2. Activities that foster development of emerging literacy
  3. Importance of physical, environmental, and cultural components in development of language, literature and literacy skills

#### VI. METHODS OF INSTRUCTION:

- A. **Lecture** -
- B. **Discussion** -
- C. **Demonstration** -
- D. **Field Trips** - Field trips including child's area of public library
- E. **Audio-visual Activity** -
- F. Internet
- G. **Guest Lecturers** - Guest speakers 1. Storyteller 2. Children's librarian 3. Classroom teacher

#### VII. TYPICAL ASSIGNMENTS:

- A. Reading and writing
  1. Read the assigned chapter in the text regarding the definition of literature for children.
    - a. Find a copy of a fiction book that you enjoyed as a child.
    - b. In a short paper evaluate the book's strengths and weaknesses based on the elements of fiction: plot, characters, setting, theme and style.
  2. Select and read folktales from four different continents and cultures such as Asia/Japanese, Africa/Nigerian, North America/Native American, and Europe/German.
    - a. Examine the settings, the narrative style and the characters in the selected folktales for the degree of consistency within and between cultures.
    - b. Report your findings in paper using college guidelines for written work.
- B. Group Project
  1. Select three picture books.
  2. Discuss each of the following for each book.
  3. Group will report to the class findings
    - a. Themes, characters, settings, plot, author's style: What are the strong or weak points about the authors handling of the element?
    - b. Which story elements are in the illustrations but not in the text?
    - c. How do the illustrations contribute or distract from the story?
    - d. How does the illustrator's choice of medium, artistic style or visual elements affect the story?
    - e. Which aspects of the book may or may not make it appealing to children?
    - f. What visual clues may enable a non-reader to enjoy this book by themselves?
    - g. Why or why not is this book appropriate for reading aloud to children?
    - h. What are the stereotypes (visual or written) related to race, culture, gender roles, family structures or economic class?
- C. Presentation
  1. Choose one of the following activities: Select and learn a story for storytelling or select a trade book and develop a book talk about it
    - a. Present to a group of children or have someone videotape your presentation.
    - b. Report both your reactions and feelings about the presentation and or the children's responses.
    - c. Note both strengths and weaknesses of presentation.

#### VIII. EVALUATION:

##### Methods/Frequency

- A. Quizzes  
2
- B. Oral Presentation  
1
- C. Group Projects  
1
- D. Class Participation  
weekly
- E. Final Class Performance  
1 per semester.

#### IX. TYPICAL TEXTS:

1. Barone, Diane, and Marla Mallette. *Best Practices in Early Literacy Instruction*. 1st ed., Guilford Press, 2013.
2. Giorgis, Cyndi, and Joan Glazer. *Literature for Young Children: Supporting Emergent Literacy, Ages 0-8*. 7th ed., Pearson, 2013.
3. Trelease, James. *The Read-Aloud Handbook*. 7th ed., Penguin Books, 2013.
4. Vukelich, Carol, James Christie, Billie Enz, and Kathleen Roskos. *Helping Young Children Learn Language and Literacy: Birth Through Kindergarten*. 4th ed., Pearson, 2016.
5. Beaty, Janice, and Linda Pratt. *Early Literacy in Preschool and Kindergarten: A Multicultural Perspective*. 4th ed., Pearson, 2015.
6. Morrow, Lesley. *Literacy Development in the Early Years: Helping Children Read and Write*. 8th ed., Pearson, 2015.

7. Compton, Michelle, and Robin Thompson. *StoryMaking: The Maker Movement Approach to Literacy for Early Learners*. 1st ed., Redleaf Press, 2018.
8. CA Preschool Learning Foundations, Vol 1  
CA Department of Education

X. OTHER MATERIALS REQUIRED OF STUDENTS: