

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

## Course Outline for ECE 78

### LANGUAGE DEVELOPMENT

Effective: Fall 2015

#### I. CATALOG DESCRIPTION:

ECE 78 — LANGUAGE DEVELOPMENT — 3.00 units

Language acquisition theories and emergent literacy in monolingual and young English language learners. Includes oral and written language development, developmental stages of receptive and expressive language, print awareness phonemic awareness and early reading and writing development: family patterns, cultural values, and environmental circumstances that affect language development and communication styles; assessment and early identification of linguistic delays.

Prerequisite: ECD 56 (Completed with a grade of "C" or higher.) 3 hours

3.00 Units Lecture

#### Prerequisite

ECE 56 - Child Growth and Development  
with a minimum grade of C

#### Grading Methods:

Letter Grade

#### Discipline:

- Child Development/Early Childhood Education

	<b>MIN</b>
<b>Lecture Hours:</b>	54.00
<b>Total Hours:</b>	54.00

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

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

**Before entering the course a student should be able to:**

A. ECE56

#### IV. MEASURABLE OBJECTIVES:

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

- describe various theories of language and literacy acquisition;
- sequence language development from birth to age five years;
- identify potential concerns or delays in a child's speech and/or language development;
- analyze support strategies for children whose home language is not English;
- describe approaches and goals for enhancing children's communication and literacy skills;
- compare and contrast the role of family and culture in children's language and speech development;
- prepare appropriate print and language rich learning environments that support language and literacy activities;
- develop appropriate language and literacy teaching strategies based on a child's learning style;
- recognize and explain basic principles of assessment, intervention, and referral.

#### V. CONTENT:

- Theories of language, bilingual and literacy development
- Stages of language acquisition and development
  - Infant and toddlers communication and language development
  - Preschool age children
  - Early school years
  - Adult roles in fostering communication and language skills
  - Speech and language delays
- Language and literacy development
  - Environments, learning experiences and curriculum that foster language and literacy development
  - Routines and transitions that support language and literacy acquisition
  - Literacy
    - Emerging literacy
    - Interactions with print and books
    - Connecting pictures and words
    - Stages of letter formation, pretend and early writing

- e. Developing phonemic and alphabetic awareness in children
- D. Culture and language
  - 1. Identifying needs of English language learning children to foster social and emotional development
  - 2. Partnering with families in supporting children and families as they learn English
  - 3. Facilitating children's emerging skills and social competencies as they learn a new language
  - 4. Awareness and support of family and home contexts that affect language development and communication styles
- E. Introduction to early identification of communicative and language delays
  - 1. Observation, informal and formal assessments
  - 2. Assessments and referral processes

#### VI. METHODS OF INSTRUCTION:

- A. **Lecture** -
- B. **Classroom Activity** -
- C. **Student Presentations** -
- D. **Observation and Demonstration** -
- E. **Research** -
- F. **Discussion** -

#### VII. TYPICAL ASSIGNMENTS:

- A. Reading and writing
  - 1. In addition to the textbook, read articles provided by instructor on how children gather, organize and use language during the first 5 years. Develop a sequential chart in six month increments beginning with 6 months. Identify for each age group potential communication/language delays.
  - 2. Research a "language rich" environment for preschool children. Be specific about what it is, how to achieve it, what languages should be included, and what value is it for children.
- B. Critical thinking:
  - 1. Thinking about the children from observations and your classrooms, prepare a week's curriculum for emergent readers and writers that will enhance their acquisition of language and appreciation of literature. Be specific about what methods and materials you select. Presented both orally and in written format.
  - 2. Research bilingual development. 2-3 page paper will include: Identify history of bilingualism theories, challenges for children, families and teachers, pragmatic skills, social emotional considerations and other areas of interest. Prepare to share paper in class

#### VIII. EVALUATION:

- A. **Methods**
  - 1. Exams/Tests
  - 2. Quizzes
  - 3. Research Projects
  - 4. Papers
  - 5. Oral Presentation
  - 6. Group Projects
  - 7. Class Participation
  - 8. Other:
    - observation of pre-verbal and emerging verbal skills children
- B. **Frequency**
  - 1. 6-8 short quizzes
  - 2. 1-3 observations
  - 3. 1-2 oral presentations
  - 4. 1-2 papers or essays
  - 5. 1 midterm or midterm project
  - 6. 1 final or final project

#### IX. TYPICAL TEXTS:

- 1. Machado, J *Early Childhood Experiences in Language Arts: Early Literacy* . 10th ed., Cengage, 2012.
- 2. Otto, B *Language Development in Early Childhood Education*. 4th ed., Pearson, 2014.
- 3. California Preschool Learning Foundations, Volume 1

California Department of Education, Sacramento, 2008

#### X. OTHER MATERIALS REQUIRED OF STUDENTS: