

Las Positas College  
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## Course Outline for ECE 78

### LANGUAGE DEVELOPMENT

Effective: Fall 2019

#### I. CATALOG DESCRIPTION:

ECE 78 — LANGUAGE DEVELOPMENT — 3.00 units

Review of language acquisition theories and emergent literacy in both 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. Examination of family patterns, cultural values, and environmental circumstances that affect language development and communication styles. Includes assessment and early identification of linguistic delays.

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

	<u>MIN</u>
<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

1. Demonstrate objective techniques and skills when observing and evaluating behavior in children of all ages, taking into consideration bias
2. Express basic developmental theories of prenatal, neonatal, infant, toddler, preschool, primary child and adolescence within a social-cultural context
3. Articulate the connection between child development knowledge and appropriate practices
4. Examine the importance of the early years and the impact of the interaction between environment, genetics, and culture on the child's development physical, self esteem, socially, emotionally, language, and cognitive
5. Describe current trends in research about early childhood
6. Investigate and describe risk factors that impact child's development and their families;
7. Describe typical development milestones of children birth through adolescence
8. Differentiate characteristics of typical and atypical development at various stages
9. Examine ways in which developmental domains are continuous, sequential and inter-related
10. Identify the strengths and exceptional needs of the child in the context of his/her family
11. Assess through observation and identify children's unique qualities, behaviors, skills, traits, and developmental level
12. Evaluate the role of play and its relationship to development at various stages
13. Identify the teachers role and ethical responsibilities to children

#### IV. MEASURABLE OBJECTIVES:

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

- A. describe various theories of language and literacy as well as specific information related to dual language acquisition and literacy acquisition;
- B. sequence language development from birth to age five years;
- C. identify potential concerns or delays in a child's speech and/or language development;
- D. analyze support strategies for dual language learning children;
- E. describe approaches and goals for enhancing children's communication and literacy skills;
- F. compare and contrast the role of family and culture in children's language and speech development;
- G. prepare appropriate print and language rich learning environments that support language and literacy activities;
- H. develop appropriate language and literacy teaching strategies based on a child's learning style;
- I. recognize and explain basic principles of assessment, intervention, and referral.

## V. CONTENT:

- A. Theories of language, bilingual and literacy development
- B. Stages of language acquisition and development
  - 1. Infant and toddlers communication and language development
  - 2. Preschool age children
  - 3. Early school years
  - 4. Adult roles in fostering communication and language skills
  - 5. Speech and language delays
- C. Language and literacy development
  - 1. Environments, learning experiences and curriculum that foster language and literacy development
  - 2. Routines and transitions that support language and literacy acquisition
  - 3. Literacy
    - a. Emerging literacy
    - b. Interactions with print and books
    - c. Connecting pictures and words
    - d. 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 it is 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:

### Methods/Frequency

- A. Exams/Tests
  - 1 midterm
- B. Quizzes
  - 2 per semester
- C. Research Projects
  - Once
- D. Papers
  - bi-weekly reflections
- E. Group Projects
  - once
- F. Class Participation
  - weekly
- G. Other
  - observation of pre-verbal and emerging verbal skills children

## IX. TYPICAL TEXTS:

- 1. Otto, B *Language Development in Early Childhood Education*. 4th ed., Pearson, 2014.
- 2. Machado, J *Early Childhood Experiences in Language Arts: Early Literacy*. 10th ed., Cengage, 2012.
- 3. Lysaker, Judith. *Wordless Picture Books and the Development of Reading in Young Children*. 1st ed., Teacher's College Press, 2018.
- 4. Souto-Manning, Mariana, and Jessica Martell. *Reading, Writing, and Talk Inclusive Teaching Strategies for Diverse Learners, K-2*. 1st ed., Teacher's College Press, 2016.
- 5. Chen, EdD, Jennifer. *Connecting Right from the Start Fostering Effective Communication with Dual Language Learners*. 1st ed., Gryphon House, 2016.
- 6. California Preschool Learning Foundations, Volume 1  
California Department of Education, Sacramento, 2008

## X. OTHER MATERIALS REQUIRED OF STUDENTS: