



ILLINOIS VALLEY COMMUNITY COLLEGE

COURSE OUTLINE

DIVISION: Humanities, Fine Arts, and Social Sciences

COURSE: ECE 2208 Language Development

Date: Fall 2019

Credit Hours: 3

Prerequisite(s): Co-requisite ECE 1000

Delivery Method: **Lecture** **3 Contact Hours (1 contact = 1 credit hour)**
 Seminar **0 Contact Hours (1 contact = 1 credit hour)**
 Lab **0 Contact Hours (2-3 contact = 1 credit hour)**
 Clinical **0 Contact Hours (3 contact = 1 credit hour)**
 Online
 Blended

Offered: **Fall** **Spring** **Summer**

IAI Equivalent –**Only for Transfer Courses**-go to <http://www.itransfer.org>:

CATALOG DESCRIPTION:

This course is designed to introduce the student to the four components of language arts- listening, speaking, reading and writing- and how these are interrelated throughout the early childhood curriculum. The whole language approach will be emphasized as well as incorporating children's literature into the curriculum. The student will have the opportunity to develop skills in different methods of presenting literature-reading stories, storytelling, flannel board stories, cut-a-story, etc. This course concentrates on teaching environmental strategies to support the English Language Learner (ELL). Course content includes children ranging in ages from birth - eight years old.

GENERAL EDUCATION GOALS ADDRESSED

[See last page for Course Competency/Assessment Methods Matrix.]

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

[Choose up to three goals that will be formally assessed in this course.]

- To apply analytical and problem solving skills to personal, social, and professional issues and situations.
- To communicate successfully, both orally and in writing, to a variety of audiences.
- To construct a critical awareness of and appreciate diversity.
- To understand and use technology effectively and to understand its impact on the individual and society.
- To develop interpersonal capacity.
- To recognize what it means to act ethically and responsibly as an individual and as a member of society.
- To recognize what it means to develop and maintain a healthy lifestyle in terms of mind, body, and spirit.
- To connect learning to life.

EXPECTED LEARNING OUTCOMES AND RELATED COMPETENCIES:

[Outcomes related to course specific goals. See last page for more information.]

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

1. Describe speech and language acquisition in child development.

IPTS	ECE Competencies	NAEYC Standards
1A, 1C, 1D, 1E, 1G, 1L, 2A, 2H, 2J, 3J, 3O, 4E, 5P, 6C, 7G, 7I, 8C, 8P, 8Q, 9K, 9L, 9N, 9P, 9Q	HGD1, HGD2, CPD1	1a, 1b, 1c, 2a, 2b, 2c, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5c, 6b, 6c, 6d

2. Describe issues related to speech and language development variations due to bilingualism.

IPTS	ECE Competencies	NAEYC Standards
1A, 1C, 1D, 1E, 1F, 1K, 1L, 1N, 2A, 2B, 2C, 2E, 2G, 3A, 3B, 3C, 3D, 3F, 4A, 4B, 4C, 4D, 4G, 4I, 4J, 4K, 4L, 4M, 4N, 4O, 4P, 4Q, 5F, 5I, 6A, 6B, 6C, 6E, 6H, 7A, 7C, 7E, 7F, 7H, 7K, 7J, 7M, 7O, 7P, 7Q, 7R, 8B, 8D, 8H, 8I, 8K, 8N, 8O, 8P, 8Q, 8S, 8T, 9E, 9H, 9I, 9K, 9L, 9M, 9Q, 9S, 9T	OA1, OA2, IRE1, IRE2, PPD4	1b, 1c, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 6a, 6b, 6c, 6d

3. Demonstrate the process of language and narrative development.

IPTS	ECE Competencies	NAEYC Standards
1A, 1C, 1D, 1E, 1H, 1J, 1L, 2C, 2J, 4E, 5P, 6C, 7A, 7G, 7I, 8C, 8P, 8Q, 9K, 9L, 9N, 9P, 9Q	HGD4, CPD1	1a, 1b, 1c, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5c, 6b, 6c, 6d

4. Demonstrate the use of language to elicit listening skill acquisition.

IPTS	ECE Competencies	NAEYC Standards
2A, 2B, 2C, 2D, 2E, 2F, 2G, 2I, 2J, 2Q, 3A, 3D, 3G, 5A, 5C, 5S, 6A, 6B, 6E, 6J, 6Q	CPD4, CPD5	4a, 4b, 4c, 5a, 5b

5. Demonstrate an understanding of speech and language development using environmental print, wordless books, and communication tools such as finger plays and songs appropriately.

IPTS	ECE Competencies	NAEYC Standards
2J, 4E, 5P, 6C, 7G, 7I, 8C, 8P, 8Q, 9K, 9L, 9N, 9P, 9Q	CPD1	1a, 1b, 1c, 2a, 2b, 2c, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5c, 6a, 6b, 6c, 6d, 6e

MAPPING LEARNING OUTCOMES TO GENERAL EDUCATION GOALS

[For each of the goals selected above, indicate which outcomes align with the goal.]

Goals	Outcomes
First Goal	
To communicate successfully, both orally and in writing, to a variety of audiences	5. Demonstrate an understanding of speech and language development using environmental print, wordless books, and communication tools such as finger plays and songs appropriately.
Second Goal	
To recognize what it means to act ethically and responsibly as an individual and as a member of society.	5. Demonstrate an understanding of speech and language development using environmental print, wordless books, and communication tools such as finger plays and songs appropriately.

COURSE TOPICS AND CONTENT REQUIREMENTS:

- I. Definitions and Theories of Language/Literacy
- II. Brain Development and the Relationship to Language Development
- III. Appreciating Diversity in Children's Language
- IV. Optimizing Every Child's Language Growth through Family Literacy
- V. Understanding Language Development
- VI. Helping Children Become Better Listeners
- VII. Supporting the Speaking Abilities of Children
- VIII. Facilitating Children's Expression Through Drawing and Writing
- IX. Fostering Growth in Emergent Literacy and Early Reading
- X. Using Narratives and Storytelling to Foster Children's Growth in Literacy
- XI. Leading Children to Literature
- XII. Understanding Media Influences on Literacy and Applying Technology
- XIII. Designing and Managing a Language Arts Program
- XIV. Documenting Children's Progress in the Language Arts

INSTRUCTIONAL METHODS:

- Lecture
- Class discussion
- Class presentations
- Exams
- Assignments
- Article reviews

INSTRUCTIONAL MATERIALS:

Experiences in Language Arts 11e, Cengage Learning 2016
www.cengage.com/global

STUDENT REQUIREMENTS AND METHODS OF EVALUATION:

Class attendance/participation

Methods of evaluation include:

Exams

Personal reflections

Material development

Article reviews

Research summaries

In-class presentation

Author Presentation – *NAEYC Key Assessment*

A= 90-100

B= 80-89

C= 70-79

D= 60-69

F= 0-59

OTHER REFERENCES

Early Learning Newsletter

mmaddox@wlearning.com

ECE Competencies: www.ilgateways.com/docman-docs/professional-development/higher-education-programs/entitlement/851-ece-competencies-by-credential-level-and-suggested-role/file.

Illinois Professional Teaching Standards (IPTS 2010)

http://www.isbe.state.il.us/peac/pdf/IL_prof_teaching_stds.pdf

NAEYC Initial Standards for Early Childhood Professional Preparation Programs 2010

http://www.naeyc.org/ncate/files/ncate/Stdts_1pager.pdf

Course Competency/Assessment Methods Matrix

ECE 2208 – Language Development	Assessment Options																															
<p>For each competency/outcome place an "X" below the method of assessment to be used.</p>	Assessment of Student Learning	Article Review	Case Studies	Group Projects	Lab Work	Oral Presentations	Pre-Post Tests	Quizzes	Written Exams	Artifact Self Reflection of Growth	Capstone Projects	Comprehensive Written Exit Exam	Course Embedded Questions	Multi-Media Projects	Observation	Writing Samples	Portfolio Evaluation	Real World Projects	Reflective Journals	Applied Application (skills) Test	Oral Exit Interviews	Accreditation Reviews/Reports	Advisory Council Feedback	Employer Surveys	Graduate Surveys	Internship/Practicum /Site Supervisor Evaluation	Licensing Exam	In Class Feedback	Simulation	Interview	Written Report	Assignment (AUTHOR PRESENTATION NAEYC KEY ASSESSMENT)
<p>Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below.</p>	Direct/ Indirect	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	I	I	I	I	D	D							
<p>Describe speech and language acquisition in child development. ECE COMPETENCY: HGD1, HGD2, LVL2; CPD1, LVL3 IPTS: 1A, 1C, 1D, 1E, 1G, 1L, 2A, 2H, 2J, 3J, 3O, 4E, 5P, 6C, 7G, 7I, 8C, 8P, 8Q, 9K, 9L, 9N, 9P, 9Q NAEYC: 1a, 1b, 1c, 2a, 2b, 2c, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5c, 6b, 6c, 6d</p>		X							X					X														X				X
<p>Describe issues related to speech and language development variations due to bilingualism. ECE COMPETENCY: OA1, OA2, LVL3; IRE1, IRE2, LVL2L PPD4, LVL3 IPTS: 1A, 1C, 1D, 1E, 1F, 1K, 1L, 1N, 2A, 2B, 2C, 2E, 2G, 3A, 3B, 3C, 3D, 3F, 4A, 4B, 4C, 4D, 4G, 4I, 4J, 4K, 4L, 4M, 4N, 4O, 4P, 4Q, 5F, 5I, 6A, 6B, 6C, 6E, 6H, 7A, 7C, 7E, 7F, 7H, 7K, 7J, 7M, 7O, 7P, 7Q, 7R, 8B, 8D, 8H, 8I, 8K, 8N, 8O, 8P, 8Q, 8S, 8T, 9E, 9H, 9I, 9K, 9L, 9M, 9Q, 9S, 9T NAEYC: 1b, 1c, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 6a, 6b, 6c, 6d</p>	X								X					X													X					X

