



# ILLINOIS VALLEY COMMUNITY COLLEGE

## COURSE OUTLINE

**DIVISION:** Humanities, Fine Arts and Social Science (HFASS)

**COURSE:** ECE 2208 Language Development

**Effective Date:** Spring 2026

**Submitted Date:** Oct-25

**Credit Hours:** 3

**IAI Number (if applicable):** N/A

*Complete all that apply or mark "None" where appropriate:*

Prerequisite(s): None

Enrollment by assessment or other measure? ☐ Yes ☒ No

If yes, please describe:

Corequisite(s): None

Pre- or Corequisite(s): ECE 1000 – Introduction to Early Childhood Education

Consent of Instructor: ☐ Yes ☒ No

Delivery Method: <input checked="" type="checkbox"/> Lecture	3 Contact Hours (1 contact = 1 credit hour)
<input type="checkbox"/> Seminar	0 Contact Hours (1 contact = 1 credit hour)
<input type="checkbox"/> Lab	0 Contact Hours (2-3 contact = 1 credit hour)
<input type="checkbox"/> Clinical	0 Contact Hours (3 contact = 1 credit hour)
<input type="checkbox"/> Practicum	0 Contact Hours (5 contact = 1 credit hour)
<input type="checkbox"/> Internship	0 Contact Hours (5 contact = 1 credit hour)

Offered: ☒ Fall ☐ Spring ☐ Summer

### 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 and phonics 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. 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.

**ACCREDITATION STATEMENTS AND COURSE NOTES:**

Content and assessments aligned to Gateways ECE Competencies.

**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

**EVALUATION OF STUDENT ACHIEVEMENT:**

Class participation  
Exams  
Personal reflections  
Material development  
Article reviews  
Research summaries  
In-class presentation  
Author Presentation

**INSTRUCTIONAL MATERIALS:****Textbooks**

Experiences in Language Arts 12e, Cengage Learning 2023

[www.cengage.com/global](http://www.cengage.com/global)

## Resources

[Gateways ECE \(Early Childhood Education\) Competencies and Suggested Roles Illinois Professional Educator Standards \(2023\)](#)

[Council for Exceptional Child \(CEC\)/Division of Early Childhood \(DEC\) Standards](#)

[NAEYC \(National Association of the Education of Young Children\) Professional Standards and Competencies for Early Childhood Educators](#)

## LEARNING OUTCOMES AND GOALS:

### Institutional Learning Outcomes

- ☒ 1) Communication – to communicate effectively.
- ☐ 2) Inquiry – to apply critical, logical, creative, aesthetic, or quantitative analytical reasoning to formulate a judgement or conclusion.
- ☐ 3) Social Consciousness – to understand what it means to be a socially conscious person, locally and globally.
- ☐ 4) Responsibility – to recognize how personal choices affect self and society.

### Course Outcomes and Competencies

1. Describe speech and language acquisition in child development.

IPES	ECE Competencies	NAEYC PSCECE
	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.

IPES	ECE Competencies	NAEYC PSCECE
	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.

IPES	ECE Competencies	NAEYC PSCECE
	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.

<b>IPES</b>	<b>ECE Competencies</b>	<b>NAEYC PSCECE</b>
	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.

<b>IPES</b>	<b>ECE Competencies</b>	<b>NAEYC PSCECE</b>
	CPD1	1a,1b, 1c, 2a, 2b, 2c, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5c, 6a, 6b, 6c, 6d, 6e