DIVISION: Humanities, Fine Arts, and Social Sciences

COURSE: ECE 2208 Language Development

Date: Fall 2022

Credit Hours: 3

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

Consent of Instructor: ☐ Yes ☒ No

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
☒ Virtual Class Meeting (VCM)

Offered: ☒ Fall ☒ Spring ☒ Summer

CATALOG DESCRIPTION and IAI NUMBER (if applicable):
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:**
Definitions and Theories of Language/Literacy
Brain Development and the Relationship to Language Development
Appreciating Diversity in Children’s Language
Optimizing Every Child’s Language Growth through Family Literacy
Understanding Language Development
Helping Children Become Better Listeners
Supporting the Speaking Abilities of Children
Facilitating Children’s Expression Through Drawing and Writing
Fostering Growth in Emergent Literacy and Early Reading
Using Narratives and Storytelling to Foster Children's Growth in Literacy
Leading Children to Literature
Understanding Media Influences on Literacy and Applying Technology
Designing and Managing a Language Arts Program
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 11e*, Cengage Learning 2016
www.cengage.com/global

Resources
Gateways ECE Competencies and Suggested Roles
Illinois Professional Teaching Standards (2013)
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.

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<tr>
<th>IPTS</th>
<th>ECE Competencies</th>
<th>NAEYC PSCECE</th>
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<tbody>
<tr>
<td>1A, 1C, 1D, 1E, 1F, 1K, 1L, 1N, 2A, 2B, 2C, 2E, 2G, 3A, 3B, 3C, 3D, 3F, 3G, 3H, 4A, 4B, 4C, 4D, 4G, 4I, 4J, 4K, 4L, 4M, 4N, 4O, 4P, 4Q, 4R, 5A, 5B, 5C, 5E, 5F, 5G, 5H, 5I, 6A, 6B, 6C, 6D, 6E, 6H, 7A, 7C, 7E, 7F, 7G, 7H, 7K, 7L, 7M, 7O, 7P, 7Q, 8A, 8B, 8D, 8E, 8F, 8G, 8H, 8I, 8K, 8L, 8N, 8O, 8P, 8Q, 8R, 8S, 8T, 9A, 9B, 9C, 9D, 9E, 9F, 9G, 9H, 9I, 9K, 9L, 9M, 9N, 9O, 9P, 9Q, 9R, 9S, 9T</td>
<td>HGD1, HGD2, CPD1</td>
<td>1a, 1b, 1c, 2a, 2b, 2c, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5c, 6a, 6b, 6c, 6d</td>
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2. Describe issues related to speech and language development variations due to bilingualism.

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<td>OA1, OA2, IRE1, IRE2, PPD4</td>
<td>1b, 1c, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 6a, 6b, 6c, 6d</td>
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3. Demonstrate the process of language and narrative development.

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<td>HGD4, CPD1</td>
<td>1a, 1b, 1c, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 6a, 6b, 6c, 6d</td>
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4. Demonstrate the use of language to elicit listening skill acquisition.

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<td>CPD4, CPD5</td>
<td>4a, 4b, 4c, 5a, 5b</td>
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5. Demonstrate an understanding of speech and language development using environmental print, wordless books, and communication tools such as finger plays and songs appropriately.

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<td>CPD1</td>
<td>1a, 1b, 1c, 2a, 2b, 2c, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5c, 6a, 6b, 6c, 6d, 6e</td>
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