

# ILLINOIS VALLEY COMMUNITY COLLEGE

## COURSE SYLLABUS

**Division: English, Mathematics, Education**  
**Course Title: Language Development**

**Course: 2208-350**

**Instructor: Lynne Weber**

**Semester Hours: 3.0**

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### **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 (EEL). Course content includes children ranging in ages from birth - eight years old.**

### **GENERAL EDUCATION GOALS ADDRESSED**

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

- To apply analytical and problem solving skills to personal, social and professional issues and situations.
- To communicate orally and in writing, socially and interpersonally.
- To develop an awareness of contributions made to civilization by the diverse cultures of the world.
- To understand and use contemporary technology effectively and to understand its impact on the individual and society.
- To work and study effectively both individually and in collaboration with others.
- To understand what it means to act ethically and responsibly as an individual in one's career and as a member of society.
- To develop and maintain a healthy lifestyle physically, mentally, and spiritually.
- To appreciate the ongoing values of learning, self-improvement, and career planning.

## EXPECTED LEARNING OUTCOMES:

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

1. To describe speech and language acquisition in child development.

IPTS	Levels 2-4 Gateways Benchmarks	NAEYC Standards
2A, 1C, 6C	A3, A4, A9, E16	1a, 2a, 1b

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

IPTS	Levels 2-4 Gateways Benchmarks	NAEYC Standards
1A, 7A, 4C, 7C, 1F, 1K, 1L, 7R	C5-6, C12-13, E1-2, G2	2a, 3a, 1b, 3c, 3d, 6d

3. To demonstrate the process of language and narrative development.

IPTS	Levels 2-4 Gateways Benchmarks	NAEYC Standards
7F, 7K	C1-2, E18	3c

4. To demonstrate the use of language to elicit listening skill acquisition.

IPTS	Levels 2-4 Gateways Benchmarks	NAEYC Standards
6A, 6B, d1E, 6E, 6J, 9L, 2Q, 6Q	D9-10, F1	2a, 4a, 5a, 5b, 4c

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

IPTS	Levels 2-4 Gateways Benchmarks	NAEYC Standards
4E,	D-5	3d

## INSTRUCTIONAL MATERIALS:

Experiences in Language Arts 11e, Cengage Learning 2016

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

Early Learning Newsletter

[mmaddox@wlearning.com](mailto:mmaddox@wlearning.com)

Illinois Professional Teaching Standards (IPTS 2010)

[http://www.isbe.state.il.us/peac/pdf/IL\\_prof\\_teaching\\_stds.pdf](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/Std\\_1pager.pdf](http://www.naeyc.org/ncate/files/ncate/Std_1pager.pdf)

## STUDENT REQUIREMENTS AND METHODS OF EVALUATION:

<b>1. Discussion Board Questions</b>		<b>200 points</b>	
Expected Learning Objectives/Competencies: 1,2,3,4,5	IPTS Teaching Standards (Knowledge Indicators): 2A	NAEYC Standards: 1c	Gateways to Opportunity
<b>2. Construct a Child's Book</b>		<b>100 points</b>	
Expected Learning Objectives/Competencies: 1,2,3,4,5	IPTS Teaching Standards (Knowledge Indicators): 2	NAEYC Standards: 1	Gateways to Opportunity
<b>3. Construct an Alphabet Book</b>		<b>200 points</b>	
Expected Learning Objectives/Competencies: 1,2,3,4,5	IPTS Teaching Standards (Knowledge Indicators): 2	NAEYC Standards: 1	Gateways to Opportunity
<b>4. Present an Author's Report</b>		<b>100 points</b>	
Expected Learning Objectives/Competencies: 4,5	IPTS Teaching Standards (Knowledge Indicators): 2	NAEYC Standards: 1	Gateways to Opportunity
<b>5. Present a Puppet or Flannel board Activity</b>		<b>50 points</b>	
Expected Learning Objectives/Competencies: 3,4,5	IPTS Teaching Standards (Knowledge Indicators): 2	NAEYC Standards: 1	Gateways to Opportunity
<b>6. Read Stories to Children</b>		<b>50 points</b>	
Expected Learning Objectives/Competencies: 1,2,3,4,5	ECE Portfolio IPTS Teaching Standards (Knowledge Indicators): 2	NAEYC Standards: 1	Gateways to Opportunity
<b>7. Final Project/Exam</b>		<b>100 points</b>	
Expected Learning Objectives/Competencies: 1,2,3,4,5	IPTS Teaching Standards (Knowledge Indicators): 2	NAEYC Standards: 1	Gateways to Opportunity

## OTHER REFERENCES

### **EDUCATION CANDIDATE DISPOSITIONS STATEMENT:**

#### ***Assessment of Professional Dispositions and Behaviors***

All teacher candidates will be held accountable to the IVCC ECE/EDC disposition policy and will be evaluated on an ongoing basis. Those who have engaged in behaviors that suggest a negative or inappropriate disposition will be reported to the IVCC Education Disposition Committee. This includes while they are in class, on campus, engaged in social media and electronics, interactions with other faculty, staff, and peers, and/or in any off campus activities (including observations/field experiences/clinical/student teaching). Disposition concerns are important for ALL teacher candidates (early childhood, elementary, secondary, special education and paraprofessional) as dispositions become increasingly important to the development of collaboration skills and other professional behaviors. Concerns need to be identified early and problems need to be resolved as soon as possible.

### **TEST OF ACADEMIC PROFICIENCY (TAP) OR ACT PLUS Writing:**

Students pursuing the Associate of Arts in Teaching (AAT) degree in Early Childhood Education are required to pass all subtests of the Test of Academic Proficiency as a part of the completion of the degree **OR** have an ACT composite score of a 22 on the ACT plus Writing within 5 years of application to a teacher education/educator preparation program.

Any student who will be required to take the TAP is strongly suggested to register for the Test within the first year of coursework at IVCC. Review test information at <http://www.icts.nesinc.com/>.

### **PLAGIARISM/ACADEMIC HONESTY:**

Plagiarism comes from the Latin word *plagiare*, which means “to steal.” Therefore, plagiarism is a form of cheating. Plagiarism is defined as using the words or ideas of another as one’s own either on purpose or unintentionally. This includes, but is not limited to, copying whole, portions or the paraphrasing (rewording) of passages or information from any source in any academic exercise (written or oral) without giving credit to the author or source using an appropriate citation style. Students must be able to prove that their work is their own. Review the IVCC Students Rights and Responsibility Code of Ethics at <http://catalog.ivcc.edu/studentrightsandresponsibilitycodeofconduct/>

### **DISABILITY STATEMENT:**

This course is designed to support diversity of learners. My hope is to create a safe environment for all students. If you want to discuss your learning experience, please talk to me as early in the term as possible. If you know you have, or suspect you have a disability (learning disability, physical disability, or psychiatric disability such as anxiety, depression, AD/HD, or others) for which you need accommodations, please contact the Disability Services Office in C-211. Tina Hardy ([tina\\_hardy@ivcc.edu](mailto:tina_hardy@ivcc.edu)), 224-0284 can help determine if you are eligible for support.

### **FINANCIAL AID RECIPIENTS:**

Any withdrawal from a course can affect financial aid. Students who receive financial aid should see an advisor in the Financial Aid Office before withdrawing from a course.

### **Student Initiated Withdrawal:**

Students have the ability to initiate a withdrawal from classes. By completing the form in the Records Office or through the form located within Web Advisor, the student is authorizing IVCC to remove him/her from the course. Entering the student ID number serves as the student’s electronic signature. IVCC has the right to rescind a withdrawal in cases of academic dishonesty or at the instructor’s discretion.

