

All Fields Report

Basic Course Information

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| College | Cañada College |
| Discipline | ECE.-Early Childhood Education |
| Course Number | 255 |
| Full Course Title | Multilingual Learners: Language and Literacy Development |
| Catalog Course Description | Children's language and literacy acquisition focusing on the connection between language and brain development. Course covers the expressive and receptive functions of language; theories of language acquisition; first and second language acquisition; code-switching; dual language learning support; varieties of English such as Black English Vernacular; and the revitalization of tribal languages. |

Proposal Information

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| Proposed Start | Year: 2022 Semester: Fall |
| Proposed Curriculum Committee Meeting Date: | 05/13/2022 |
| Deadline for submission to Dean's Queue: | 04/07/2022 |
| Deadline for submission of curriculum proposal to the Technical Review Committee: | 04/19/2022 |
| Proposal Origination Date: | 03/18/2022 |

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| Justification For Board Report OR Curriculum Inventory update: | <p>1. For NEW Courses: Provide a brief justification statement describing the need for the course, its place in the curriculum, and pertinent information such as the role of advisory committees. New courses require approval of the SMCCCD Board of Trustees. The justification statement will be included on the annual Curricular Board report. Use complete sentences and present tense.</p> <p>2. For all types of Course MODIFICATIONS (modifications, banking, deletions and reactivations): Provide a brief justification statement describing the need for the change. The justification statement will be used for course updates in the State Curriculum Inventory as necessary. Use complete sentences and present tense.</p> <p>In response to community needs regarding young children who are dual language learners, the Education and Human Development department is partnering with the San Mateo County of Education to create a Multilingual Learner Teacher Certificate of Achievement. This certificate equips early educators with the skills and knowledge specific to supporting dual/multilingual language learners during the early childhood years. The proposed course, ECE 255, is one of the required courses.</p> |
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| Honors Course | No |
| Open Entry/Open Exit | No 0 |

Equivalent Courses

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| Will this course replace an existing course in the catalog, or an experimental course? | No |
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| If yes, identify and explain. | |
| Similar Courses | |
| Is there a similar or equivalent course in SMCCCD? | No |
| Added Similar Courses | |

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| Units/Hours | | | | |
| Unit Types | Fixed | | | |
| Units | Min: 1.00 | | | |
| Variable Range | Range (or) | | | |
| Hours | | | | |
| Please enter hours as per term values | | | | |
| Method | Min Hours | Max Hours | Min Faculty Load | Min Units |
| Lecture | 16.00 | 18.00 | 0.00 | 1.00 |
| Lab | 0.00 | 0.00 | 0.00 | 0.00 |
| TBA | 0.00 | 0.00 | 0.00 | 0.00 |
| Work Experience | 0.00 | 0.00 | 0.00 | 0.00 |
| Field Experience | 0.00 | 0.00 | 0.00 | 0.00 |
| Other | 0.00 | 0.00 | 0.00 | 0.00 |
| Homework | 32.00 | 36.00 | 0.00 | 0.00 |
| Other Hours | | | | |
| Course Details | | | | |
| Repeatable for Credit | No | | | |
| Grading Methods | Grade Option (Letter Grade or Pass/No Pass) | | | |
| Audit | Yes | | | |

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| Materials Fee | |
| Fee Required? | No |

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| Student Learning Outcomes | |
| Upon successful completion of this course, a student will meet the following outcomes: | |
| 1. Understand differences in monolingual and bilingual cognitive processing. | |
| 2. Understand difference between simultaneous and sequential paths to bilingualism. | |
| 3. Analyze the stages of first and second language acquisition and effective strategies during each stage. | |
| 4. Analyze effective oral language interactions with multilingual learners. | |

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| Course Objectives | |
| Upon successful completion of this course, a student will be able to: | |
| 1. Demonstrate understanding of the development of speech and language in young children. | |
| 2. Articulate the differences and similarities between first and second language acquisition. | |
| 3. Articulate the effectiveness of dialogic reading as a strategy to support language and literacy development in the early | |

years.

4. Demonstrate effective teaching strategies for supporting DLLs during the different stages of second language acquisition.

5. Implement dialogic reading strategies for supporting first and second language and literacy development.

Course Lecture Content

1. Developmental Trajectories of Language Development: Verbal and Nonverbal Skills
 1. Theories of First Language Development Processes
 1. Typical Language Development and Atypical Language Development
 2. Factors to Consider: biological and environmental risks; culture and context; general and specific experiences
 2. Assessment Methods for English Language Development (ELD)
 3. Desired Results Developmental Profile (DRDP)
 4. Standardized Assessments (e.g., Baily III for Infant and Toddler Development; Brigance Early Childhood; Peabody Picture Vocabulary Test, etc.)
 5. Other Assessment Methods
 1. Language Sampling
 2. Naturalistic Observation
 3. Language Facilitation
2. Pathways to Bilingualism/Multilingualism - Theories and Concepts
 1. Introduction to Affective Filter - Impact on Language Acquisition
 2. Simultaneous Bilinguals/Multilinguals - Definitions and Practical Applications
 3. Sequential Bilinguals/Multilinguals - Definitions and Practical Applications
 4. Receptive Bilinguals/Multilinguals - Definitions and Practical Applications
3. Stages of Dual Language Learning
 1. Stages: Home Language, observational, telegraphic and productive stages of second language acquisition
 1. Definitions, Processes, Issues to Consider
 2. Effective Teaching Strategies for Each Stage
4. Important Issues to Consider: Variations of Language - Implications for Educators
 1. Code-switching
 1. Definition, Examples, Support Strategies
 2. Translanguaging
 1. Definition, Examples, Support Strategies
 3. Black English Vernacular
 1. Definition, Examples, Support Strategies
 4. Dialects
 1. Definition, Examples, Support Strategies
 5. Revitalized Languages
 1. Definition, Examples, Support Strategies
 6. Social Languages
 1. Definition, Examples, Support Strategies
 7. Effective Practices
 1. Planning and Implementing Quality Oral Language Interactions
 2. Intentional Learning Experiences for Dual/Multi Language Learners
 3. Dialogic Reading

Course Lab Content

TBA Hours Content

Frequently Recommended Preparation

Frequently Recommended

Eligibility for ENGL 100.

Writing

1. Use complex sentences as well as correct punctuation and mechanical conventions.

2. Demonstrate basic knowledge of essay requirements.

Reading

1. Read material at the 11th grade level applying literal and inferential comprehension skills.

2. Determine word meanings of vocabulary used in material at this level.

Justification for Frequently Recommended Preparation

Why is the knowledge of the recommended course(s), skill(s) or information necessary for students to succeed in the "target" course? Specify the relationship between the recommended knowledge and skills required of students and those taught in the "target course? (Please list the specific proficiencies students must possess in order to succeed in the "target" course.)

Reading and written assignments will require comprehension, grammar, and vocabulary at college level.

Other Recommended Preparation

You have no defined requisites.

Prerequisites/Corequisites

You have no defined requisites.

Content Review

You have not defined content review.

Mode of Delivery

Modes of Delivery

Online
Hybrid
Lecture

Representative Instructional Methods

Methods

Lecture
Discussion
Individualized Instruction

Other Methods

Representative Assignments

Writing Assignments

(List all assignments, including library assignments. Outside assignments are not required for lab-only courses, although they can be given.)

1. Case Study: Students will select a DLL child from their program and will focus their assignments on this child and his/her/their family as they implement new strategies discussed in class. (Once per semester/2-5 pages).
2. Written reflections to specific chapter and article prompts. (3 times per semester, 1-2 pages each).
3. Project interview with the family and teachers of the case study child related to the child's language interactions and experiences. (2 times per semester, 2-3 page each).
4. Practicing dialogic reading: Students will plan and deliver a small group language activity implementing the dialogic reading strategies and will post a video and/or their reflections. (Once per semester/ 3-5-minute video).

Reading Assignments

(List all assignments, including library assignments. Outside assignments are not required for lab-only courses, although they can be given.)

- Chapter readings and additional readings as assigned (approximately 30 pages a week).

Other Outside Assignments

(List all assignments, including library assignments. Outside assignments are not required for lab-only courses, although they can be given.)

- None

To be Arranged Assignments

(List all assignments, including library assignments. Outside assignments are not required for lab-only courses, although they can be given.)

- Not applicable

Representative Methods of Evaluation

This section defines the ways students will demonstrate that they have met the student learning outcomes.

Student grades will be based on multiple measures of student performance. Instructors will develop appropriate classroom assessment methods and procedures for calculating student grades, including the final semester grade. The following list displays typical assessment methods appropriate for this course. The actual assessment methods used in a particular classroom and section will be listed in the instructor's syllabus.

Methods must effectively evaluate critical thinking. Credit courses must include written communication, problem solving, and/or skills demonstrations.

Multiple measures may include, but are not limited to, the following:

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| Methods | <ul style="list-style-type: none"> • Class Participation • Class Performance • Class Work • Oral Presentation • Papers |
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Representative Texts

Textbooks such as the following are appropriate:

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| Formatting Style | APA |
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| Textbooks | |
| | 1. Lopez Lisa M., & Paez Mariela M.. <i>Teaching dual language learners: What early childhood educators need to know</i> , ed. Paul H. Brookes Publishing Co., 2021 |
| | 2. Friedman, S., & Mwenelupembe, A.. <i>Each & every child: Teaching Preschool with An Equity Lens</i> , ed. NAEYC, 2020 |

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| Manuals | |
| <i>You have no manuals defined.</i> | |

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| Periodicals | |
| <i>You have no periodicals defined.</i> | |

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| Software | |
| <i>You have no software defined.</i> | |

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| Other | |
| <i>You have no other defined.</i> | |

Degree/Certificate Applicability

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| Designation | Degree Credit |
| Proposed For | Certificate/Skill Award |
| Course Designation Text | Are there degrees/certificates to which this course applies? Proposed Multilingual Learner Teacher Certificate Achievement |

General Education/Degree/Transfer Course

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By Jose Pena

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| CSU Transfer Course | |
| | Transfers to CSU Approved |

Course Distance Education

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| Distance Ed Supplement | New distance education supplement |
| Distance Education | Distance education component was developed by an instructor with training in online pedagogy. Training: An instructor with training and certification in district approved Learning Management Systems (LMS) and online pedagogy, or other equivalent, will develop and teach this course. |
| Method of Distance Education | Online, Hybrid, Web Assisted Course; (If there are limitations on how this course would be offered please explain below) |
| Online Method Limitations | |
| Other Methods | |
| Course Content and Methodology | The objectives and content of the course are adequately covered by the methods of instruction, assignments, evaluation of student outcomes, and instructional materials. If this course is currently taught in a lecture mode, the department faculty have determined that the same objectives can be achieved in a distance learning mode. The instructional equipment and materials are sufficient. The preparation and training of faculty are sufficient. Regular personal contact between students and instructor is sufficient. Methods of student evaluation are designed to maintain examination security. Evaluation of student outcomes is sufficient to permit review and assessment of the effectiveness of distance education for this course and to provide information for the annual distance education report. |
| Instructional Methodologies (How will you deliver the course content?): | Announcements/Bulletin Boards Chat Rooms E-mail Electronic Forum |
| Representative Courseware/Textbooks Materials: | Other multimedia resources will be posted in Canvas (e.g., screen-casts, PDF documents, content-related YouTube videos/clips). |
| Methods of Evaluation of Student Performance: | Class Participation via zoom; Weekly discussions forums; Online assignments submitted electronically; |
| How are you ensuring that students with disabilities can access your course in accordance with Section 508? | This course will use a universal design approach in the creation and design of its online content, and address Section 508 requirements as much as possible. For example, with screen-readers in mind, instructor will use sans serif fonts, utilize heading structure in course pages (Heading 1, heading 2, etc.), use chromatic color sparingly, and try to use highly contrasting colors. Additionally, when addressing course content, the instructor will do all of the following: <ul style="list-style-type: none"> • Provide videos that have closed captioning • Provide transcripts for all recorded lectures and videos • Provide alt tags for images • Use descriptive links for website addresses and links • Use true-bulleted lists (unordered or ordered) • Provide documents, assignments, and handouts in multiple formats (PDF, Word and accessible HTML web pages) with heading structure • Provide instructions on how to download any software for outside resources • Use the notes portion of PowerPoint to explain the images and content of the slide • Provide links to other on-campus resources such as the Counseling, Learning Center, and Library |

Plan for Regular Effective Communication Contact Between Faculty and Student (Title 5, 55204). "Local policies should establish and monitor minimum standards of regular effective contact."

Announcements/Bulletin Boards - Weekly posted announcements about supplemental information, changes/revisions to

assignments, extra credit opportunities, and general reminders.

Discussion Boards - Weekly monitoring of students assigned discussions with regular feedback in gradebook and/or actual forums. "Raising My Hand" or "Cooler-Talk" forums for students to ask questions, interact with peers on various course related topics, and to get additional feedback from instructor are available throughout the semester.

Email Communication - The instructor is available for email communication throughout the week with a 24-hour response time for student emails.

Resource Links - Links will be provided to assist students with using relevant resources.

Office hours - Weekly zoom synchronous, or hybrid face to face, or on-campus office hours.

Resources Needed

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| Adequate Library Resources | Consultation with the Coordinator of Library Services regarding the adequacy of campus and online information resources to fulfill course objectives is required prior to course approval. Adequate Please Specify: |
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| Affected Resources | Which of the following resources do you expect to be affected by the offering of this class? Check as many as appropriate. |
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None of the above

Explain what effect the areas you have checked will have upon this college:

Comparable Transfer Course Information

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| Are there comparable courses? | No |
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Minimum Qualification

No Minimum Qualifications For this Course

CB Codes

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| CB03 TOP Code | 1305.00 - Child Development/Early C |
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| CB04 Course Credit Status | D - Credit - Degree Applicable |
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| CB05 Course Transfer Status | B = Transferable to CSU only |
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| CB08 Course Basic Skill Status (PBS Status) | 2N = Course is not a basic skills course. |
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| CB09 SAM Code | D - Possible Occupational |
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| CB11 California Classification Codes | Y - Credit Course |
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| CB21 Levels Below Transfer | Y = Not Applicable |
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| CB23 Funding Agency | Y = Not Applicable |
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| Category | |
| CB25 Course General Education Status | Y - Not Applicable |
| CB26 Course Support Course Status | N - Course is not a support course |

Codes/Dates

Entry of Special Dates

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| Instruction Office Review | 05/13/2022 |
| Last Outline Revision | |
| Content Review | |
| CC Approval | 05/13/2022 |
| DE Approval | 05/13/2022 |
| Effective Term | Term: Fall Year: 2022 |

Web Catalog

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| Course Family | |
| Web Catalog | <input type="checkbox"/> Exclude from Web Catalog |

Instructional Services

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| Implementation Date | |
| Originator | Sarita Santos |
| Origination Date | 03/18/2022 |
| Proposal Type | Cañada New Course |
| C-ID Numbers | |
| CB00 State ID | |
| CB03 TOP Code | 1305.00 - Child Development/Early C |
| CB04 Course Credit Status | D - Credit - Degree Applicable |
| CB05 Course Transfer Status | B = Transferable to CSU only |
| CB08 Course Basic Skill Status (PBS Status) | 2N = Course is not a basic skills course. |
| CB09 SAM Code | D - Possible Occupational |
| CB10 Course COOP Work Exp-ED | N = Not part of Coop Work Exp |
| CB11 California Classification Codes | Y - Credit Course |
| CB13-Special Class Status | N - Not Special |
| CB21 Levels Below Transfer | Y = Not Applicable |
| CB22 Non Credit Course Category | Y - Not Applicable |
| CB23 Funding Agency Category | Y = Not Applicable |
| CB24-Program Course Status | 1 = Program Applicable |
| CB25 Course General Education Status | Y - Not Applicable |
| CB26 Course Support Course Status | N - Course is not a support course |

Web Catalog Metadata