All Fields Report

Basic Course Information

College	Cañada College
Discipline	ECE.-Early Childhood Education
Course Number	273
Full Course Title	Multilingual Learners: Personalized Oral Language Learning (POLL)
Catalog Course Description	This course reviews instructional methods that support learning and development of children's home language and literacy skills as well as English. Students study effective oral language strategies such as modifications, adaptations, enhancements in the environment, and teaching methods that ensure full access and active participation of all learners.

Proposal Information

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:	02/03/2022
Justification For Board Report OR Curriculum Inventory update:	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. 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. In response to educator needs for specific pedagogical training that supports young children who are bilingual/multilingual, this course includes general updates from the profession that includes current research, applications, and refined verbiage that reflect sociopolitical priorities. The course is developed in partnership with the San Mateo County of Education, and addresses the evolving needs in our communities (children, families, educators).
Honors Course	No
Open Entry/Open Exit	No 0

Equivalent Courses

Will this course replace an existing course in the catalog, or an experimental course?	No
If yes, identify and explain.	

Similar Courses

Is there a similar or equivalent course in SMCCCD?	Yes
Added Similar Courses	ECE. 273 (Skyline College)

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	1.00	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

Materials Fee

Fee Required?	No

Student Learning Outcomes

Upon successful completion of this course, a student will meet the following outcomes:

1. Describe the rationale for a comprehensive and systematic approach to supporting dual language learner children and their families.

2. Identify a Classroom Language Model (CLM) given the makeup of the teaching team and the languages of the children in their learning setting.

3. Articulate how they would integrate the Personalized Oral Language Learning (POLL) strategies in daily planned learning experiences with children.

Course Objectives

Upon successful completion of this course, a student will be able to:

1. Describe a Planned Language Approach (PLA) and its key components including a program self-assessment.

2. Articulate effective instructional strategies for optimizing the development of language and literacy skills for children

who are dual language learners.

3. Implement the Personalized Oral Language Learning (POLL) strategies: family supports, environmental supports and instructional supports.

4. Demonstrate curricular adaptations, modifications and enhancements to ensure dual language learning children's full access to and active participation in daily learning experiences.

Course Lecture Content

1. Introduction to the Planned Language Approach (PLA)
    1. Rationale for a comprehensive and coordinated approach to language and literacy experiences for dual/multilinger learners
    2. Key Components of PLA
    3. Other Language Models to Support Dual/Multi-lingual learners
        1. Transitional Model
        2. Dual Language 50-50 Model
        3. Linguistic Response Practices
2. Introduction to Personalized Oral Language Learning (POLL) Strategies
    1. POLL Overview: Research, Rationale, Definitions and Concepts
    2. POLL Environmental Supports Domain: Bridging Learning Between Home and School
    3. Examples of Environmental Adaptations in Early Learning Settings
3. POLL Instructional Supports - Oral Language Strategies
    1. Oral Language Supports for Infants and Toddlers
    2. Instructional Supports for Preschool-Age Children
        1. Anchor text and vocabulary selection
        2. Intentional messages
        3. Songs and chants
4. PLA and POLL strategies in Action
    1. Instructional Supports and Strategies including
        1. Center Extensions - Examples
        2. Family and Community Enrichment Activities - Examples
5. Site-based PLA and POLL
    1. Implementation of POLL
        1. Process and Issues to Consider
        2. Examples
    2. Implementation of PLA
        1. Process and Issues to Consider
        2. Examples

Course Lab Content

TBA Hours Content

Frequently Recommended Preparation

Frequently Recommended	

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.)

Not needed because of prerequisite.

Other Recommended Preparation

You have no defined requisites.

Prerequisites/Corequisites

Drag and Drop to Reorder

Edit/Delete	Requisites	Analysis
	Prerequisite ECE. 271 or equivalent.	

Content Review

ECE. 271 - Prerequisite
(Objective to Objective)
Launched

Mode of Delivery

Modes of Delivery

Online
Hybrid
Lecture

Representative Instructional Methods

Methods	Lecture Directed Study Activity Discussion Guest Speakers Individualized Instruction Observation and Demonstration Other (Specify)
Other Methods	Lecture, discussions, structured class exercises and demonstrations, textbook and supplemental readings, media, child and classroom observations, guest lecturers, and student presentations are examples of instruction 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. **Planned Language Approach (PLA):**Students will develop a site-based PLA that includes DLL school readiness goals, a classroom language model, classroom learning supports and a program self-assessment. (once per semester/3-5 pages)

2. **Personalized Oral Language Learning (POLL), Environmental Supports**: Students will examine how their current classroom environments reflect the languages and cultural backgrounds of the children enrolled in their settings. They will make adaptations, modifications, and enhancements to facilitate active participation of DLLs in daily learning experiences and post pre and post photos to demonstrate these changes. (once per semester/3-5 pre-photos and 3-5 post photos)

3. **Personalized Oral Language Learning (POLL), Instructional Supports**: Students will examine their planned oral language activities to ensure they include adequate adaptations and modifications to meet DLL children's language needs. Students will plan and deliver a small group language activity implementing the Instructional Support Strategies and will post a video and/or their reflections. (once per semester/ 2-3-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 from the required textbook and additional readings as assigned (approximately 30 to 50 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:

Methods	
	• Class Participation • Class Performance • Class Work • Group Projects • Oral Presentation • Papers • Projects • Research Projects

Representative Texts

Textbooks such as the following are appropriate:

Formatting Style	APA

Textbooks	
	1. Espinosa, L. M. *Getting it Right for Young Children from Diverse Backgrounds: Applying Research to Improve Practice with a Focus on Dual Language Learners*, 2nd ed. Pearson, 2015
	2. Tedick, D.J.; Lyster, R.. *Scaffolding Language Development in Immersion and Dual Language Classrooms (Routledge Series in Language and Content Integrated Teaching & Plurilingual Education)*, 1 ed. Routledge, 2021
	3. Paradis, J; Genesee, F.; Crago, M.. *Dual Language Development & Disorders: A Handbook on Bilingualism and Second Language Learning (CLI)*, 3 ed. Brookes Publishing, 2021

Manuals	
	You have no manuals defined.

Periodicals	
	You have no periodicals defined.

Software	
	You have no software defined.

Other	
	You have no other defined.

Degree/Certificate Applicability

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

General Education/Degree/Transfer Course

CSU Transfer Course

	Transfers to CSU Approved

Course Distance Education

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 Electronic Forum One-Way Video Conferencing (One-way interactive video and two-way interactive audio) Online Presentations Resource Links Two-Way Video conferencing (Two-way interactive video and audio)
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 and discussions Class Performance Class Work Group Projects Homework Oral Presentation Papers Projects Research Projects
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 screenreaders 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: • 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, EAC, Health and Wellness, 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 Announcements about related information, extra credit opportunities, edits/changes to assignments and due dates, related current events.

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 (possible weekend exceptions).

Resource Links - Links will be provided to asist stdents with using relevant resources

Office hours - Weekly zoom synchronous, weekly on-campus office hours, and/or by appointment.

Resources Needed

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:
Affected Resources	Which of the following resources do you expect to be affected by the offering of this class? Check as many as appropriate.
	None of the above
Explain what effect the areas you have checked will have upon this college:	

Comparable Transfer Course Information

Are there comparable courses?	Yes
Edit/Del	**College Info**
	CSU CSU Channel Island 2020 Special Topics In Education EDUC 490

Minimum Qualification

No Minimum Qualifications For this Course

CB Codes

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	2N = Course is not a basic skills course.

Status (PBS Status)	
CB09 SAM Code	D - Possible Occupational
CB11 California Classification Codes	Y - Credit Course
CB21 Levels Below Transfer	Y = Not Applicable
CB23 Funding Agency Category	Y = Not Applicable
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	
Instruction Office Review	05/13/2022
Last Outline Revision	
Content Review	05/13/2022
CC Approval	05/13/2022
DE Approval	05/13/2022
Effective Term	Term: Fall Year: 2022
Web Catalog	
Course Family	
Web Catalog	☐ Exclude from Web Catalog
Instructional Services	
Implementation Date	
Originator	Sarita Santos
Origination Date	02/03/2022
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