CDE 230: ENGLISH LANGUAGE LEARNERS IN ECE

Formerly known as:
ECE 027 (or if cross-listed - inactivated courses associated with this course)

Originator
wsanders

Co-Contributor(s)

Name(s)
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Justification / Rationale
We have regularly scheduled two-year courses reviews as per CTE guidelines.

Effective Term
Fall 2023

Credit Status
Credit - Degree Applicable

Subject
CDE - Child Development & Education

Course Number
230

Full Course Title
English Language Learners in ECE

Short Title
ENGLISH LEARNERS ECE

Discipline

Disciplines List
Child Development/Early Childhood Education

Modality
Face-to-Face
100% Online
Hybrid

Catalog Description
This course focuses on principles for promoting language, literacy, and learning for preschool English language learners. Upon successful completion of this course, students will demonstrate the ability to foster an environment that respects and values linguistic and cultural diversity while assisting children toward the eventual mastery of English as a second language.

Schedule Description
Students learn how to foster an enviroment that values and respects linguistic and cultural diversity while also assisting young children with mastery of English as a second language. Prerequisite: CDE 101

Lecture Units
3
Lecture Semester Hours
54

In-class Hours
54

Out-of-class Hours
108

Total Course Units
3

Total Semester Hours
162

Prerequisite Course(s)
CDE 101

Required Text and Other Instructional Materials

Resource Type
Book

Author
Jalongo, M. R.

Title
Literacy for All Young Learners

Edition
1st

Publisher
Gryphon House

Year
2015

College Level
Yes

Flesch-Kincaid Level
12.0

ISBN #
9780876595688

Resource Type
Book

Author
California Department of Education

Title
Preschool English Learners; Principles and Practices to Promote Langauge Literacy and Learning. A Resource Guide

Edition
2nd

City
Sacramento

Publisher
CDE Press

Year
2009

College Level

Yes

Flesch-Kincaid Level

12.0

ISBN #

9780801117039

For Text greater than five years old, list rationale:

THe CA Department of Education guide is still being promulgated by the state as ways to promote language development of English Language Leaders (ELL) and has not been updated. It is important for students to be aware of the current information being expected of licensed ECE programs. The other textbook is also older and will be supplemented by current reading materials, such as second language developmental milestones.

Class Size Maximum

35

Entrance Skills

Students need to have a working knowledge of typical and atypical development, objective observation skills and knowledge of the influence of multiple contexts on children's development.

Requisite Course Objectives

CDE 101-Differentiate characteristics of typical and atypical development.
CDE 101-Evaluate the influence of multiple contexts on children's development.
CDE 101-Apply objective techniques and skills when observing, interviewing, describing, and evaluating behavior in children.

Course Content

Lecture:

a. Dual language program models and strategies
   b. Development of home language and English as a second language
   c. Observation and assessment of young dual language learners
   d. Relationships with families of dual language learners.

Course Objectives

	Objectives
Objective 1	Identify and describe dual language program models and strategies.
Objective 2	Define and foster development of home language and English language skills.
Objective 3	Observe and assess dual language learners using a variety of instruments and methods.
Objective 4	Demonstrate respect for linguistic and cultural diversity.
Objective 5	Access resources for teachers of preschool through grade 2 for working with English language learners.
Objective 6	Provide a classroom environment with a rich array of language development strategies that meet the needs of individual children.

Student Learning Outcomes

	Upon satisfactory completion of this course, students will be able to:
Outcome 1	Create language development goals for children who are dual language learners that foster the development of home language while acquiring English in an academic setting
Outcome 2	Create a classroom environment and lesson plan strategies that enhance the development of both first and second langauges for children ages 3-8.
Outcome 3	Design strategies for developing respectful relationships with families of dual language learners that emphasize the family role as the primary educator of the child.

Methods of Instruction

Method	Please provide a description or examples of how each instructional method will be used in this course.
Discussion	Students will engage with each other and with the instructor discussing course topics and application of strategies.
Activity	Students will complete active learning activities designed to deepen comprehension of topics.
Supplemental/External Activity	Students will observe children who are English language learners in the classroom and assess their language development.
Observation	Students will observe teachers engaging children in language learning activities.
Lecture	Instructor will provide lectures on topics related to the course objectives.
Technology-based instruction	Students will use You Tube and other video sites to practice reading to children who do not speak English. LMS will be used for videos and recording story sharing.

Methods of Evaluation

Method	Please provide a description or examples of how each evaluation method will be used in this course.	Type of Assignment
Group activity participation/observation	Students will view video clips of teachers and children. They will discuss and assess.	In Class Only
Product/project development evaluation	Students will implement activity plans and will observe and critique each others' plans.	In and Out of Class
Guided/unguided journals	Students will be provided with writing prompts to complete and bring to class related to language learning and classroom practices.	Out of Class Only
Presentations/student demonstration observations	Students will record themselves presenting a dialogic reading activity with children who are English language learners. Recordings will be shared and will be assessed by their peers.	In and Out of Class
Field/physical activity observations	Students will observe in a classroom setting to assess teacher application of techniques learned in class.	Out of Class Only
Reading reports	Students will read text and other assigned materials weekly. Students will provide summaries of each chapter or assigned reading.	Out of Class Only
Written homework	Written reports of two observations and of activity plans will be required.	Out of Class Only

Assignments

Other In-class Assignments

a. Prepare and demonstrate lesson plans geared to assist English Language Learners.

b.Prepare a design for early childhood classroom learning and language experiences that support dual language learners and present design in class.

c. Group discussions and activities related to assisting English Language Learners in the classroom.

Other Out-of-class Assignments

a. Observe an English Language Learner's social interaction and write an objective description of the language development of that child.

b.Plan an integrated lesson plan based on a children's book in another language, lesson plan must meet developmentally appropriate curriculum guidelines established by the National Association for the Education of Young Children and must be aligned with California Department of Education state standards for English Language Development.

c. Create a home/school project that respects the diverse language skills of the family.

Grade Methods

Letter Grade Only

Distance Education Checklist

Include the percentage of online and on-campus instruction you anticipate.

Online %
70
On-campus %
30

What will you be doing in the face-to-face sections of your course that necessitates a hybrid delivery vs a fully online delivery?
Students will complete a course orientation, share lesson plan activities and observe the instructor present a story reading in the face to face session. Although these activities can be completed online, a face to face session is preferable when possible.

Instructional Materials and Resources

Effective Student/Faculty Contact

Which of the following methods of regular, timely, and effective student/faculty contact will be used in this course?

Within Course Management System:

Discussion forums with substantive instructor participation
Online quizzes and examinations
Private messages
Regular virtual office hours
Timely feedback and return of student work as specified in the syllabus
Video or audio feedback
Weekly announcements

External to Course Management System:

Direct e-mail
Posted audio/video (including YouTube, 3cmediasolutions, etc.)
Synchronous audio/video
Telephone contact/voicemail

For hybrid courses:

Field trips
Orientation, study, and/or review sessions
Scheduled Face-to-Face group or individual meetings

Other Information

MIS Course Data

CIP Code
13.0201 - Bilingual and Multilingual Education.

TOP Code
130500 - Child Development/Early Care and Education

SAM Code
C - Clearly Occupational

Basic Skills Status
Not Basic Skills

Prior College Level
Not applicable

Cooperative Work Experience
Not a Coop Course

Course Classification Status

Credit Course

Approved Special Class

Not special class

Noncredit Category

Not Applicable, Credit Course

Funding Agency Category

Not Applicable

Program Status

Program Applicable

Transfer Status

Transferable to CSU only

Allow Audit

No

Repeatability

No

Materials Fee

No

Additional Fees?

No

Files Uploaded

Attach relevant documents (example: Advisory Committee or Department Minutes)

ECE_CommitteeMinutes March 14 2018.pdf
CDE_Mail In Vote on Course Modifications Spring 2022.pdf

Approvals

Curriculum Committee Approval Date

10/04/2022

Academic Senate Approval Date

10/13/2022

Board of Trustees Approval Date

11/10/2022

Chancellor's Office Approval Date

12/09/2019

Course Control Number

CCC000609926

Programs referencing this course

Early Childhood Education Master Teacher Certificate of Achievement (http://catalog.collegeofthedesert.eduundefined/?key=129)
Elementary Teacher Assistant Special Education, Bilingual Certificate of Achievement (http://catalog.collegeofthedesert.eduundefined/?key=132)
Elementary Teacher Assistant Special Education Certificate of Achievement (http://catalog.collegeofthedesert.eduundefined/?key=133)
Early Childhood Education AS Degree (http://catalog.collegeofthedesert.eduundefined/?key=62)