

GUAM COMMUNITY COLLEGE
School of Trades & Professional Services
Education Department

CD180 – Language Arts in Early Childhood
(formerly Physical and Language Development)

Fall Semester 2011



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Office Hours: Mondays & Wednesdays: 8 am – 10 am; Tuesdays: 10 am – 11 am

Required Text: Machado, J. (latest edition). *Early Childhood Experiences in Language Arts*.

New York: Delmar Publishers.

Course Description

Students will develop knowledge and skills of language development in young children, including oral and written language. Emphasis is placed on planning and implementation of activities which enhance and develop language and literacy skills. In addition, students will develop resources and materials that are appropriate to teach language arts to young children.

Student Learning Outcomes (Course Level)

- Demonstrate knowledge in the language development domains as it relates to young children.
- Plan and implement activities for young children which develop and enhance language skills, and promote literacy.

Student Learning Outcomes (Detailed)

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

- list at least five ways an infant communicates.
- describe five possible meanings of infant communicative behaviors.
- demonstrate understanding of the five major rule systems of language: semantics, pragmatics, syntax, phonology and morphology.
- describe at least three characteristics of toddler language.
- describe at least three characteristics of preschool language.
- define the four parts of language (reading, writing, listening, speaking).
- describe four major theories of language emergence.
- provide an example of each theory of language emergence.
- list at least five factors that positively influence language development.
- list at least five factors that negatively impact language development.
- list at least three activities that stimulate language development in infants.
- demonstrate at least five activities that stimulate language development in toddlers and preschoolers.
- state at least five adult behaviors that stimulate a child's language development.
- identify one agency on Guam that provides information on language screening and assessment.
- demonstrate the administering of ten language items on a developmental checklist.
- list at least seven benefits derived from reading to infant and young children.
- list at least three criteria for selecting appropriate books for young children.
- share a children's book and describe three ways the book meets criteria for selecting appropriate books.
- list at least three techniques for reading a book to a group of young children.
- demonstrate the ability to tell a story using at least three storytelling techniques.
- list at least five features in quality poetry.
- demonstrate two techniques for creating poems with young children.
- list at least five ways of building children's awareness and knowledge of print.

- list three benefits for developing print awareness and skills in young children.
- list at least three ways to create an environment in the classroom that promotes literacy.
- identify at least 3 different types of puppets for storytelling and create at least one of them.
- list at least three ways technology, such as computers, can be used to build literacy in young children.
- describe at least three activities, besides reading, storytelling and poetry, which promote literacy.
- explain the relationship between communication and language.
- list the importance and barriers of communication with and among young children.
- identify and define the five types of listening.
- will demonstrate at least two activities that build listening skills.
- develop and present a weeklong lesson plan that integrates literacy.
- develop and present a weeklong lesson plan that integrates physical activities, including gross and fine motor skills.
- describe three ways to stimulate development in working with children with language delays.
- describe two strategies in working with children and their families who speak two (or more) languages.
- describe two strategies in working with children and their families who do not speak English as a primary language.

Evaluation and Course Requirements

Participation: Each student is expected to read assigned materials and to participate in all sessions through sharing, interacting with other students, role-playing, working in large and small groups, and completing class and out-of-class assignments.

Assignments: Each student is expected to complete the variety of assignments given both in and out of class. For each assignment successfully completed, as determined on the worksheet, the student will earn points toward their final grade. A major assignment will involve a project where students will plan, prepare, and present a literacy-based lesson plan. Reading books to young children and conducting developmental observations will also be required. Values for each assignment will be given and their due dates. All assignments must be on 8½ x 11 paper, typed or printed using blue or black ink, with the exception of the lesson plan, which MUST be typed.

Midterm and Final: The midterm will cover the first part of the semester and the final will cover the entire semester.

Grading Scale

Point System

Participation	300 points
Assignments	375 points
Midterm Exam	100 points
Final Exam	25 points
TOTAL	800 points

Point Equivalency

Total number of points earned divided by total number of points possible.	
90 to 100%	A
80 to 89%	B
70 to 79%	C
60 to 69%	D
Below 60%	F

Services for Students with Disabilities

In compliance with Section 504 of the Rehabilitation Act of 1973 and the American Disabilities Act, a student who wishes to receive instructional accommodations, because of a documented sensory and/or learning disability, should meet with the instructor to discuss these accommodations. In addition, the student must be identified as an individual with special needs, as set forth by the College. The Accommodative Services Coordinator will provide a letter to the course instructor outlining such services needed. Individuals with special needs can contact the Accommodative Services Coordinator at 735-5597 in Room 2139, Student Services and Administration Building, or TDD: 734-8324.

Additional Information

- ❖ Participation points are reduced in half for arriving late or leaving early. Credit will be reduced for late work, one point for each day late.
- ❖ On occasion, the instructor may schedule class meetings that deviate from the course outline. These changes will occur when seminars, workshops, observations, visitations, or speakers are available outside course times. Prior notice will be given.
- ❖ If students are absent from class, it is their responsibility to make arrangements with another student or the instructor to get notes, handouts, or assignments. Do **NOT** call the office if you can't make it to class.
- ❖ Extra credit may be acquired by attending seminars and other projects approved by the instructor.
- ❖ In case of water or power outages, please call the Education Office or instructor for the status of the course.
- ❖ GCC has zero tolerance for harassment and violence in the workplace. For more information, a Workplace Violence Policy is available in the office.
- ❖ The instructor reserves the right to make changes to the syllabus and/or course outline.
- ❖ Please put cell phones on the silent mode during class time. Please do not answer your phone in the classroom, leave the room and then answer the call. You will be penalized 5 points each time your phone rings aloud during class time.
- ❖ Any of the above is subject to change upon the discretion of the instructor.

CD180– Language Arts in Early Childhood Course Outline

8/17	Wednesday	Introduction and Syllabus
8/22	Monday	Communication
8/24	Wednesday	Communication
8/29	Monday	Language Development
8/31	Wednesday	Language Stimulation
9/5	Monday	HOLIDAY – NO CLASSES
9/7	Wednesday	Language & Literacy
9/12	Monday	Poetry
9/14	Wednesday	Listening Activities
9/19	Monday	Puppetry - bring in sewing needle
9/21	Wednesday	Literature: Children and Books
9/26	Monday	Storytelling
9/28	Wednesday	Storytelling
10/3	Monday	Review for Midterm
10/5	Wednesday	Midterm
10/10	Monday	Growth Systems Affecting Language Development
10/12	Wednesday	Language Differences
10/17	Monday	Expressions & Expressive Language Stories - Intro
10/19	Wednesday	Expressions & Expressive Language Stories – Cont.
10/24	Monday	Language Activities
10/26	Wednesday	Language Activities
10/31	Monday	No class-presentation at LRC on 10/28/11
11/2	Wednesday	HOLIDAY
11/7	Monday	Language Activities
11/9	Wednesday	Presentation of Lesson Plans
11/14	Monday	Presentation of Lesson Plans
11/16	Wednesday	Presentation of Lesson Plans
11/21	Monday	Review for Final Exam
11/23	Wednesday	Final Exam - Last Day for Late Assignments
11/28	Monday	Notebook, Articles
11/30	Wednesday	Language Activities
12/5	Monday	Grades, Wrap-Up

*Instructor reserves the right to change the course outline.

**Additional days may be needed for activities and presentations depending on class size.

CD180 – LANGUAGE ARTS IN EARLY CHILDHOOD

Name of Student: _____

PARTICIPATION RECORD

8/17	8/22	8/24	8/29	8/31	9/7	9/12	9/14	9/19	9/21
9/26	9/28	10/3	10/5	10/10	10/12	10/17	10/19	10/24	10/26
10/31	11/7	11/9	11/14	11/16	11/21	11/23	11/28	11/30	12/5

	ASSIGNMENTS	DUE DATE	POSSIBLE POINTS	POINTS EARNED
Assign. #1:	Ways You Communicate		10	
Assign. #2:	Theories		15	
Assign. #3:	Reaction Paper #1		30	
Assign. #4:	Criteria for Selecting a Book		20	
Assign. #5:	Poetry		10	
Assign. #6:	Reaction Paper #2		30	
Assign. #7:	Newberry/Caldecott		30	
Assign. #8:	Expressions		15	
Assign. #9:	Expressive Language Stories		20	
Assign. #10:	Lesson Plans		80	
Assign. #11:	Storytelling		15	
Assign. #12:	Physical Activities		30	
Assign. #13:	Big Books		20	
Assign. #14:	Bilingual/Bicultural Project		30	
Assign. #15:	Service Learning Paper		20	
TOTAL:			375	

EXTRA CREDIT	
IRA Meetings	10
Others (10 max)	

ASSIGNMENTS	375
MIDTERM EXAM	100
PARTICIPATION	300
FINAL EXAM	25
EXTRA CREDIT	
TOTAL POINTS:	800

