Course Outline of Record Report

10/13/2021

CHDVC156 : Introduction to Dual Language in Early Childhood

General Information

Author:	- Vivian Baker - Fuller, Elisabeth - Ledford, Tyrone
Course Code (CB01) :	CHDVC156
Course Title (CB02) :	Introduction to Dual Language in Early Childhood
Department:	Child Development
Proposal Start:	Fall 2022
TOP Code (CB03) :	(1305.00) Child Development/Early Care and Education
SAM Code (CB09) :	Clearly Occupational
Distance Education Approved:	No
Course Control Number (CB00) :	No value
Curriculum Committee Approval Date:	05/07/2021
Board of Trustees Approval Date:	07/08/2021
External Review Approval Date:	07/08/2021
Course Description:	This course explores cultural and linguistic responsiveness in early childhood settings with emphasis on the importance of the child's home language. It provides a historical overview of dual language programs in the United States. Special attention is given to building a foundation for understanding theories of language development and child development through the context of dual language learners. Students are required to observe children in a group setting.
Submission Type:	New Course
	This course is one of two new specialization courses that will be added to the Master Teacher COA.
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	Child Development/Early Childhood Education
Alternate Master Discipline Preferred:	No value
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

Course Development Options

Basic Skills Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade Methods

Allow Students to Gain Credit by Exam/Challenge

Allowed Number of Retakes

0

Course Prior To College Level (CB21)

No value

Rationale For Credit By Exam/Challenge

No value

Retake Policy Description

No value

Allow Students To Audit Course

Course Support Course Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program (CB24)

Associated Program	Award Type	Active
CC Child Development Master Teacher- (In Development)	Certificate of Achievement	Fall 2022

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability

Transferable to CSU only

Transferability Status

Approved

Cerro Coso General Education Requirements	Categories	Status	Approval Date	Comparable Course
Area 6	Diversity	Approved	No value	No Comparable Course defined.

Cerro Coso General Education Requirements	Categories	Status	Approval Date	Comparable Course
Area 2.1	Social & Behavioral Sciences Social	Approved	No value	No Comparable Course defined.

CSU General Education Certification	Categories	Status	Approval Date	Comparable Course
Area D.7	Social Sciences Interdisciplinary Social or Behavioral Science	Pending	No value	No Comparable Course defined.

Units and Hours

Summary

Minimum Credit Units (CB07)	3
Maximum Credit Units (CB06)	3
Total Course In-Class (Contact) Hours	54
Total Course Out-of-Class Hours	108
Total Student Learning Hours	162
Faculty Load	0

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Non-Credit Characteristic

No Value

Course Classification Status (CB11)

Credit Course.

☐ Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Classs
Lecture Hours	3	6
Laboratory Hours	0	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	0
Activity	0
Total	54
Course Out-of-Class Hours	
Lecture	108
Laboratory	0
Activity	0
Total	108

Time Commitment Notes for Students

No value

Faculty Load

Extra Duties: 0   **Faculty Load:** 0

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Advisory

ENGLC101 - Freshman Composition

In this course students are expected to write summaries of text chapters, journal articles, observations, and assigned readings as well as to make connections between their observations of young children with theory and program best practices. ENGL C101 skills prepare students to succeed in this course by ensuring they are able to write short essays that synthesize observations, lectures, and assigned readings that are free of major spelling and grammatical errors. **<u>Outcomes</u>**
- Read, analyze, and evaluate a variety of university-level texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- Apply a variety of rhetorical strategies in writing unified, well-organized academic essays with arguable theses and persuasive support, using complex ideas presented in university-level sources.
- Develop varied and flexible strategies for generating, drafting, and revising essays.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.

AND

Advisory

LIBRC100 - Introduction to Library Research and Bibliography

Students are expected to use print and internet sources to conduct research and compose a formal research paper. Child Development is a Social Science; students must use APA format in their writing. LIBR C100 skills ensure the student will be able to successfully find and evaluate reference material, and be able to formulate proper citation. **<u>Outcomes</u>**
- Strategically locate a variety of relevant information sources in multiple formats applicable for college-level research, differentiating between various research tools and paid subscription databases.
- Critically evaluate information by applying standard criteria.
- Recognize and use correct documentation style in parenthetical and bibliographic citations and in formatting written work to avoid plagiarism.

AND

Advisory

CHDVC104 - Child, Family, and Community (in-development)

Students are expected consider language development through a societal context and emphasizes historical and socio-cultural factors. CHDV C104 prepares students to apply socialization theory, as well as recognize the importance of respectful, reciprocal relationships that support and empower families. **<u>Objectives</u>**
- Identify how the child develops within a system and is influenced by multiple factors of socialization.
- Compare and contrast diverse family characteristics and parenting styles.
- Describe legal requirements and ethical responsibilities of professionals working with all children and families.
- Identify community resources and strategies that support children and families.

<u>Outcomes</u>
- Identify the educational, political, and socioeconomic impacts on children and families.
- Describe strategies that empower families and encourage family involvement in children's development.

Entrance Skills

Entrance Skills	Description
No value	No value

Limitations on Enrollment

Limitations on Enrollment	Description
No value	No value

Specifications

Methods of Instruction

Methods of Instruction	Discussion
Rationale	Students actively engage in exploring topics through weekly discussions.

Methods of Instruction	Outside reading
Rationale	Reading assignments, handouts, and readings that expand and enhance lecture topics. Example: NAEYC article - What Parents Have to Teach Us About Their Dual Language Children.

Methods of Instruction	Written work
Rationale	Writing assignments that relate observations in child development to theories of English language development with dual language learning.

Methods of Instruction	Case Study
Rationale	Analysis of observations of children and interviews of adults in a variety of program types. For example, after interviewing adults who work with dual language learners, analyze the strategies being implemented in comparison to theories of English language development for DLL and identify components that are culturally and linguistically responsive.

Methods of Instruction	Lecture

Rationale

The instructor includes a variety of lecture materials, outside readings, and videos.

Methods of Instruction   Project-based learning

Rationale

Students complete a project towards the end of the course highlighting early language development, along with key points related to culturally and linguistically responsive strategies.

Assignments

Reading assignments, handouts, and readings that expand and enhance lecture topics.

Writing assignments that relate observations in child development to theories of English language development with dual language learning .

Research assignments that discuss the history of and current topics of language programs in the United States. For example: research historical bilingual education programs in the United States and analyze the impact on young children and their families.

Reading reflections. For example: after reading the supplemental story, identify strategies to create collaborative relationships with families to support home language development.

Observation of children in a group setting. For example: after observing dual language learning children in a license or license-exempt program discuss the various strategies the program is using to support children and their families.

Exams related to course subject matter. Example essay question. Discuss the Early Phase of Simultaneous Bilingualism.

Methods of Evaluation	Rationale
Project	Students complete a project towards the end of the course highlighting early language development, along with key points related to culturally and linguistically responsive strategies.
Analysis of Primary Sources	Analysis of observations of children and interviews of adults in a variety of program types. For example, after interviewing adults who work with dual language learners, analyze the strategies being implemented in comparison to theories of English language development for DLL and identify components that are culturally and linguistically responsive.
Distance Education Description: how outcomes are evaluated	The outcomes for this course, both traditional and distance education, will be evaluated and assessed using a project towards the end of the semester, scored with a rubric.

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
Iliana Alanís, Irasema Salinas-González, María G. Arreguín	The Essentials: Supporting Dual Language Learners in Diverse	NAEYC	2021	978-1-938113-81-9
Mariana Pacheco, P. Zitlali Morales, Colleen Hamilton	Transforming Schooling for Second Language Learners: Theoretical Insights, Policies, Pedagogies, and Practices	Information Age Publishing	2019	1641135077

Other Instructional Materials

Description	Basics of Supporting Dual Language Learners: An Introduction for Educators of Children From Birth Through Age 8
Author	Karen N. Nemeth
Citation	No value

Materials Fee

No value

Learning Outcomes and Objectives

Course Objectives

No value

CSLOs

Recognize the influence and effects of home language and modes of acculturation on the child and family unit.	Expected SLO Performance: 70.0
Examine language acquisition theories and knowledge of language as a system, to support dual language learners.	Expected SLO Performance: 70.0
Apply culturally and linguistically responsive principles to support children's development.	Expected SLO Performance: 70.0

Outline

Course Outline

I.   History of dual language programs in the United States
    A.   Historical roots of bilingual education
    B.   Ideology of cultural and linguistic assimilation
    C.   Systemically segregated languages
    D.   English immersion policies
    E.   Bilingual Education Act of 1968
    F.   English only law Proposition 227 in California 1998
    G.   2016 repeal of Prop 227 to present day
II.   Defining early literacy
    A.   Componential vs. holistic
    B.   Solitary vs. social
    C.   Instructed vs. natural
    D.   Functional/technical vs. transformational/cultural
    E.   Singular/coherent vs. multiple/varied
    F.   School-focused vs. home – and community focused
III.   Collaborative relationships with families
    A.   Supporting home language development
        1.   The role of families in language and literacy development
        2.   Diversity in experiences
        3.   Connecting home and school language and literacy practices

B.   Home visits
IV.   Cultural responsiveness
     A.   The multicultural classroom
     B.   Children's identity and sense of self
     C.   Neuroplasticity and culturally responsive teaching
V.   Linguistically responsiveness
     A.   Home language supports development
VI.   Theories of English language development with DLL
     A.   First stage: Use home language to communicate
     B.   Second stage: Observation and Listening period
     C.   Third stage: Begins using new language
         1.   Telegraphic speech
         2.   Formulaic speech
     D.   Fourth stage: Fluid language use
         1.   Social English
         2.   New vocabulary
     E.   General understanding of the rules of English
VII.   Strategies for promoting English language development
     A.   Fifty-fifty dual language model
     B.   English language development with home language support model
VIII.   Stages of DLL (multi-languages)
     A.   Bilingualism
         1.   Simultaneous bilingualism
            a)   Early Phase (Birth to three years)
            b)   Middle Phase (three to four years)
            c)   Later Phase (five to six years
         2.   Successive Bilingualism
         3.   Receptive Bilingualism
         4.   Code switching
         5.   Language loss
IX.   Stages of English language development
     A.   First language development
     B.   Second language development
         1.   Beginning level
            a)   Development of receptive English abilities
         2.   Middle level
            a)   Expressive language
         3.   Later level
            a)   Begin to use English to learn different concepts
X.   Developmentally appropriate assessment and individualized curriculum
     A.   Developmentally appropriate practices and expectations
     B.   Promoting optimal English language development and school readiness
     C.   Criteria for accurate and authentic assessment
     D.   Language disorder vs. a language difference
         1.   Early screening and intervention
XI.   Deconstructing myths
     A.   Individuals in the U.S. do not want to / cannot / will not learn English
     B.   Speaking the home language detracts from learning English
     C.   Assimilation into English language the only way
XII.   Support and resources
     A.   Public library
     B.   Professional learning networks
     C.   Enrollment home language survey
     D.   Picture dictionary, mobile app, etc.

Delivery Methods

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

- Face to face
- Online (purely online no face-to-face contact)
- Online with some required face-to-face meetings ("Hybrid")

- iTV – Interactive video = Face to face course with significant required activities in a distance modality

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section? Describe the ways in which instructor-student contact and student-student contact will be facilitated in the distance ed environments.

All assignments in distance education courses (online, hybrid and iTV) of this course are of the same rigor as those in the on-ground course, except that students in purely online sections will submit all of their assignments virtually. Instructor evaluation of student work in distance education courses is the same as in the on-ground course, except that evaluation of student work in online is presented virtually. Instead of onsite lectures, hybrid and online courses use a variety of methods including, but not limited to videos and written lecture notes. The assignments and evaluations will be the same no matter what delivery method is used.The outcomes for this course, both traditional and distance education, will be evaluated and assessed using a project towards the end of the semester, scored with a rubric. Students will be required to observe children in license or licensed-exempt programs in their community.

Instructor-student contact may occur through announcements, discussions, and feedback to student submissions, including assignments. Student -student contact will primarily occur through discussions, but may also include group work, and open forums (i.e. Q&A).

Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Message -Other Contact -Chat/Instant Messaging -E-mail - Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other

- Discussion Forums
- Message
- Chat/Instant Messaging
- E-mail
- Telephone

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

At a minimum, students need to have access to a PC or Mac compatible computer with a 56k dial-up internet connection. There should be a modern browser like Firefox or Internet Explorer 8.0 installed. Technical support is provided by The Online Support Center (http://support.kccd.edu) or the Help Desk at 877-382-3508 (tel:877-382-3508). Students can also request individual online support as well as read general tips for succeeding in an online class at the Cerro Coso Student Success Center.

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

- iTV—Interactive Video only
- Learning management system

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

no

Emergency Distance Education Options The course will operate in remote delivery mode when all or part of the college service area is under an officially declared city, county, state, or federal state of emergency, including (check all that apply) - Online including all labs/activity hours - Hybrid with online lecture and onsite lab/activity hours - Correspondence education in high school and prison facilities - None. This course will be cancelled or paused if it cannot be held fully onsite.

- Online including all labs/activity hours
- Hybrid with online lecture and onsite lab/activity hours