

Los Angeles Mission College – Fall 2013
Child Development 15 – Creative Curriculum for Bilingual-Bicultural Programs
Section # 3083 – Monday’s 3:30pm-6:40pm
Taught Bilingually/English & Spanish

Instructor: Ms. Patricia Rodriguez

Contact information: rodrigps@lamission.edu

818-364-7670

STUDENT VISITING HOURS: I am available to meet with students the following hours:

Monday: 2:00-3:00pm

Tuesday: 4:00-6:00pm

Thursday: 3:00-6:00pm

Los Angeles Mission College Center for Child Development Studies Office #210

REQUIRED TEXT:

-Young English Language Learners- By Eugene Garcia & Ellen C. Frede

CATALOG COURSE DESCRIPTION:

An overview of bilingual, bicultural resources available for educators of English Language Learners. Skills in research techniques to find these resources will be acquired. Curriculum development and lesson planning will be stressed.

COURSE OBJECTIVE:

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

1. Critique literature, instructional materials and media developed for use in Bilingual Bicultural programs.
2. Identify criteria for evaluating the quality of bilingual or bicultural children’s books and teacher resources.
3. Design developmentally appropriate bilingual-bicultural creative learning aids for young children.
4. Plan, prepare and present integrated activities which incorporate science, math, social studies, language arts, music, visual art, dramatic play, movement and cooking for bilingual-bicultural and multi-lingual classrooms.
5. Reflect on strategies for the effective management and organization of a multi-lingual class.

Student Learning Outcomes	College GE SLO	Assessment Method
1. Discuss recent research, current policies in the field of Bilingual-Bicultural Education in relation to the development of children and their learning styles and needs. 2. Recognize and analyze challenges that exist for the child that is Bilingual-Bicultural. 3. Assess research techniques for Bilingual-bicultural resources for young children and early childhood teachers.	1. Written and Oral Communication 2. Information Competency 3. Problem Solving 4. Ethics and values	1.Oral and Written discussion 2. Creating a Bibliography 3.Two written critiques

Assignments & Grading:

Detailed assignment information will be distributed in class during the course of the semester.

Reflective Writing: 100 points

Book Critique #1: 50 points

Book Critique #2: 50 points

Collaborative Project #1: 50 points

Collaborative Project #2: 50 points

Research Paper: 100 points

Extra Credit: Upon Instructors Discretion

Evaluation:

- A- 350-400 points
- B- 300-349 points
- C- 250-299 points
- D- 200-249 points
- F Below 100 points

Reflective Writing: ___/100
 Book Critique #1: ___/50
 Book Critique #2: ___/50
 Research Assignment: ___/100
 Collaborative Project #1: ___/50
 Collaborative Project #2: ___/50
 Extra Credit: ___/

Total Points Earned: ___/400

Required Assignments:

Detailed assignment information will be distributed in class during the course of the semester.

Reflective Writing: 100 points to be accumulated throughout the semester.

A reflective question will be given at the beginning of each class session.

Each week during the first 15 minutes of class, each student will write a brief reflective essay.

The essay will allow students to reflect on the class session from the previous week. Reflective essays may only be submitted within the first fifteen minutes of class. Credit will be given based upon thoughtful reflection of the question given as well as on-time submittal.

Book Critique 1 & 2: 50 points each

Students are required to write two book critiques. Visit your local public library and find a Children's book you would like to critique. The book should be a children's picture book that is written bilingually. Choose a book that is connected to the student population you will serve. Ideally, choose a book, story, or character that children can identify with culturally. Be prepared to share the book with classmates. Read the book to the class & share information about your individual book critique.

Collaborative Project 1 & 2: 50 points each

Students will form small groups of 4-5 students. Choose a developmentally appropriate activity to prepare and present on. Be prepared to create a learning plan, a four page informational paper, a visual aid/presentation board as well as handouts for each student in the class. Students are required to work collaboratively and delegate the work evenly. All students are required to participate in a ten minute oral presentation describing your activity. Peer evaluations will be part of the final grade.

Research Assignment: 100 points

Students are required to choose a topic related to the material we have discussed in class.

Compile research articles that support the information you have decided to research. Once you have five articles or books (textbooks are not appropriate to use) begin to write your paper. The paper should be a minimum of 4 pages in length and should include a bibliography.

Be prepared to share the information you found in your research with the class in an oral presentation. Visit the Child Development Resource Center; make an appointment with a tutor for help in compiling your articles.

Class Schedule

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
8/26	Welcome & Introduction to the class	Read Ch. 1 Text YELL
9/2	Labor Day Holiday-No Class Today	Read Ch. 2 Text YELL
9/9	Demographic Portraits of YELL's	Read Ch.3 Text YELL
9/16	ELLs' Math & Reading Achievement	Read Ch.4 Text YELL
9/23	Dual Language Development Book Critique 1 Due	Read Ch. 5 Text YELL
9/30	Bilingualism and Cognitive Processing	Read Ch.6 Text YELL
10/7	Family Involvement in Learning	Read Ch. 7 Text YELL
10/14	Assessment of Young ELL Collaborative Project #1 Due	Read Ch. 8 Text YELL
10/21	Best Practices for Young ELL's	Read Ch. 9 Text YELL
10/28	Supporting ELL's Book Critique 2 Due	Read Ch. 10 Text YELL
11/4	Research for Teaching ELL's	Work on research paper
11/11	Veteran's Day Holiday-No Class Today	Work on research paper
11/18	Research Paper Due- Presentations	Prep for CB# 2
11/25	Getting Parents Involved	Prep for CB# 2
12/2	Collaborative Project #2 Due	
12/9	Final Exit Ticket: We will follow final exam schedule	

Please Note: The course outline is a guide for the semester and may be revised to enhance learning outcomes or by events outside the control of the instructor.

Please help maintain our learning environment clean and organized. Make sure you work area is cleared after every class meeting. Thank you. Your efforts are greatly appreciated!

Attendance:

Attendance is extremely important in order to be successful in class.
Please make sure you arrive to class on time and stay until the end of class.
Return from Class Break on time.
No more than 3 absences allowed through the course of the semester.

Cell Phones and iPods:

Please be courteous to your instructor and fellow classmates:
Put your cell phone on silent mode while in class.
Text messaging & browsing the internet: please check and answer your messages during the break.
Use of iPods or MP3 players during class time is not appropriate.

Bringing a Guest to Class:

See the Instructor in advance if you would like to invite a guest or guest speaker to the class.
Please plan ahead for your childcare needs. Bringing children to class is not appropriate in a college class setting.

Students with Special Needs:

Any student that needs special considerations due to a disability is asked to identify their need to the instructor in private by the first day of class. Special accommodations may be arranged but the instructor must be notified by the student in advance.

Student Visiting Hours: I am available to meet with students the following hours

Monday's: 2:00-3:00pm

Tuesday's: 4:00-6:00pm

Thursdays: 2:00-3:00pm

Office location: LAMC Center for Child Development Studies Office # 210

I look forward to your visit.

Emergencies:

If you cannot attend class due to a personal emergency, please call or email me as soon as possible.
Please note: It is the student's responsibility to stay up to date with class assignments.

Class Requirements:

Detailed Assignment information and guidelines will be given in class:

- Submit all assignments in a neat and well organized manner.
- All assignments must be typed and printed in black ink.
- Please notify your instructor as soon as possible if you do not have access to a computer and printer.
- Having trouble with assignments? I can refer you to tutoring and advise you on study skills that will help you succeed in college.
- Class assignments are to be submitted in class on the due date.
- Late assignments are subject to a point deduction
- Emailing your assignment to the instructor as an attachment is not acceptable

**Child Development 15 – Section #3083
Fall 2013**

Please complete the information below. It will allow me to get to know you better.

Name: _____

Address: _____

Cell Phone Number: _____

Email: _____

What would you like to study in college? : _____

Reason for taking this class: _____

How many units are you enrolled in this semester? _____

Name the classes you are enrolled in:

How many Child Development classes have you previously taken? _____

Do you work? If so, how many hours do you work per week? _____

Where do you work? _____

What's your first language? _____

Do you have any special needs? _____

Any other information you would like to share? _____

I look forward to having you in my class.