

**Los Angeles Mission College – Fall 2014**  
**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](mailto:rodrigps@lamission.edu)**

**818-364-7670**

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

Monday: 2:00-3:00pm

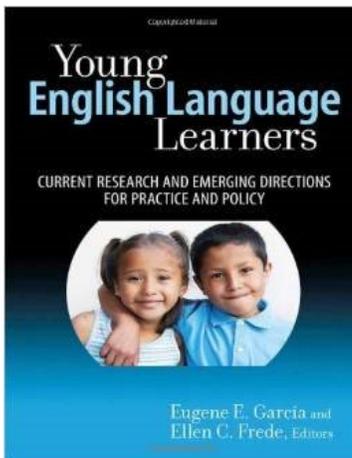
Tuesday: 3:00-6:35pm

Wednesday: 2:00-3:30pm

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. Identify criteria for evaluating the quality of bilingual or bicultural children's books and teacher resources.
2. Critique literature, instructional materials, and media developed for use in Bilingual-Bicultural programs.
3. Design developmentally appropriate bilingual-bicultural 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**

1. Critique children's literature that is written bilingually.
2. Design developmentally appropriate bilingual creative activities for children
3. Compile bilingual-bicultural resources for young children and early childhood teachers.

### **Assessment Method**

1. Two book critiques written and oral presentations
2. Planning lesson plans
3. Researching materials to use as resources

### **ILO**

1. Written and oral communication
2. Information Competency
3. Problem Solving
4. Ethics and values

**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

**Evaluation:**

- A- 300-350 points
- B- 250-299 points
- C- 200-249 points
- D- 150-199 points
- F Below 150 points

Reflective Writing: \_\_\_\_\_/100

Book Critique #1: \_\_\_\_\_/50

Book Critique #2: \_\_\_\_\_/50

Research Assignment: \_\_\_\_\_/100

Collaborative Project #1: \_\_\_\_\_/50

Extra Credit: \_\_\_\_\_/

Upon Instructors Discretion

Total Points Earned: \_\_\_\_\_/350

**Important Dates to Remember:**

- ✓ **September 12, 2014: Deadline to add full term classes (16 week) in person**
- ✓ **September 14, 2014: Deadline to drop classes without receiving a “W” with refund**
- ✓ **November 23, 2104: Drop classes with a “W”**

Reminder: There is a new LACCD enrollment limit. The limit is now three times to take a class and includes substandard grades and withdrawals.

**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: 50 points**

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>
9/8	Welcome & Introduction to the class	Read Ch. 1 Text YELL
9/15	Demographic Portrait of YELL's	Read Ch. 2 Text YELL
9/22	Math & Reading Achievement- ELL's	Read Ch.3 Text YELL
9/29	Dual Language Development	Read Ch.4 Text YELL
10/6	<b>Book Critique 1 Due</b>	Read Ch. 5 Text YELL
10/13	Bilingualism and Cognitive Processing	Read Ch.6 Text YELL
10/20	Family Involvement in Learning	Prep for C.P.
10/27	<b>Collaborative Project Due</b>	Read Ch. 7 Text YELL
11/3	Assessment of Young ELL	Read Ch. 8 Text YELL
11/10	Best Practices for Young ELL's	Read Ch. 9 Text YELL
11/17	<b>Book Critique 2 Due</b>	Read Ch. 10 Text YELL
11/24	Supporting ELL's	Work on research paper
12/1	Research for Teaching ELL's	Work on research paper
12/8	<b>Research Paper Due- Presentations</b>	Prep for CB# 2
12/15	Final Exit Ticket Congratulations! You did it!	Prep for CB# 2

**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.  
No more than 3 absences allowed through the course of the semester.  
A student that is absent 3 times in a row may be automatically dropped from the class.

**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: please check and answer your messages during the break.  
Use of iPods during class time is not appropriate.  
Please use laptop computers for coursework /subject related material only.

**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: 3:00-6:35pm

Wednesdays: 2:00-3:30pm

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? Visit the Child Development Student Resource Center.  
Free tutoring available. **Friendly and Knowledgeable tutors on Site.**
- 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 2014**

**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.**