COURSE NUMBER   ECE 116
COURSE TITLE, & CREDITS   Language, Literacy, and Cognitive Development (3 credits)
SEMESTER
CLASS MEETING TIME(S)
LOCATION
INSTRUCTOR
OFFICE LOCATION
OFFICE PHONE NUMBER
E-MAIL
OFFICE HOURS
BEST CONTACT METHOD
PRE-REQUISITE (if any)   ECE 111

COURSE DESCRIPTION
This course covers the development of language, literacy, and mental growth in children from birth through 8 years old. It focuses on the use of instructional methodologies in language, math, science, and social studies during adult-child interactions, and facilitates dialogue among children so as to develop expressive language and thought. The course develops candidates' knowledge about literacy development, language assessment, and instruments for determining each child's language strengths. It is taught in Navajo. It can be applied toward CDA Subject Area 2 (advancing children's physical and intellectual development). It also counts toward an Arizona ECE endorsement.

The language of instruction will be 50% Navajo.

COURSE OUTCOMES
The pre-service teacher...

Nitsáhákees:
- Understands concepts and structures of the disciplines that she or he teaches
- Understands real-world issues and challenges that affect communities, tribe, region, and world
- Understands central role of assessment in effective instructional design (e.g., Backward Design)
- Understands K'é as a system for building relationships with students, families, and colleagues

Nahat'á:
- Chooses appropriate instructional strategies for different learning contexts
- Integrates K'é into curriculum and instructional practices

Iiná:
- Differentiates instruction
- Uses multiple methods of assessment to plan learning experiences, monitor learner progress, and guide the teacher's and learner's decision making
- Applies K'é with students, families, and colleagues

Sih hasin:
- Values flexibility and reciprocity for adapting instruction to learners' needs
- Demonstrates self-direction based on concepts of t'áá hó ájí'éego as'ah oodááł dóó t'áá hó ájít'éego hózhǫ́ǫgo oonish.
- Values k'é as a system for building relationships with students, families, and colleagues

InTASC STANDARDS

Learner and Learning
#2 Learner Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
Content Knowledge
#4 Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the disciplines(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
#5 Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
Instructional Practice
#6 Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
#8 Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
Professional Responsibility
#9 Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
#10 Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

ESSENTIAL QUESTION
Why is learning language and literacy important?

SUGGESTED TEXTS AND RESOURCES

COURSE AND PROGRAM ASSESSMENTS
Language tree assessment

GRADING POLICY
You will earn a course grade by compiling points-per-assignment. Each of the assignments is worth a certain number of points as indicated above. You will receive no points for late assignments. Grades will be calculated by dividing points earned by total possible points, which creates a percentage, which translates into a traditional letter grade as follows:

- 100-90% = A
- 89-80% = B
- 79-70% = C
- 69-60% = D
- 59% or less = F

SCHEDULE (Optional)

ATTENDANCE POLICY
As teacher candidates, attendance for every class period is important and expected. An absence from class or practicum teaching is granted only in the case of:

- A verifiable illness (a doctor's statement may be requested).
- Being a patient in a Navajo or other traditional/religious ceremony (again, a medicine-person's or equivalent's signed, notarized statement may be requested).
- A death in the immediate family.

All instructors must be contacted individually beforehand to request an absence. Instructors can be contacted in person, by phone, or by email. Do not leave a message with another faculty or staff person.

DISABILITY SUPPORT SERVICES
Diné College is committed to providing college-wide educational support and assistance for students with documented disabilities. Students who have learning disabilities, sensory impairments, psychological disabilities, or physical conditions are encouraged to meet with a Disability Coordinator to discuss resources and reason- able accommodations.

The following services are available: classroom accommodation, testing accommodations, educational coaching and referral for academic support services, career advising, and supportive counseling. Eligibility for services is dependent upon documentation of individual's specific disability.

The Disability Support Services are available at the Tsaile and Shiprock Campuses. Community Campus students seeking accommodations are encouraged to contact one of the two offices: Tsaile (928) 724-6856 or Shiprock (505) 368-3627.

ACADEMIC INTEGRITY
Students are responsible for the integrity of their academic work. Examples of academic dishonesty include but are not limited to, obtaining unauthorized assistance in any academic work: cheating on a test; plagiarism; quoting without proper credit; modifying any examination, paper, record, report or project without the instructor's approval for obtaining additional credit or an improved grade; and, representing the work of others as one's own. Some of the penalties that may be imposed include: warning (written or oral); reducing the grade for the assignment, test, or project; reducing the grade for the course; assigning a failing grade for the course; dismissing the student from the course and issuing a grade of "W"; academic probation or and recording the decision in the student's academic record.