



SYLLABUS TEMPLATE

Course Number Course Name	ECE 303 Family, Language, and Culture
Credit Value (Breakdown of theory and lab credits)	3 theory
Catalog Course Description	<p>This course analyzes the interrelationships between family, language, and culture as connected to children's development and learning. In this course, language is understood as a human activity and a higher mental process which builds on the children's families, community, and cultural background. Language conceived as human activity will be examined through an understanding of dialogue, because dialogue is a way of promoting positive relationships between home, school, and community partnerships. In the course of these collaborative partnerships, a vision for how to promote well-being for young children will emerge and concretize in a culturally and linguistically responsive pedagogy. Pre-requisites: Early Childhood Education Core, Passing the Essential Academic Skills Assessment, Admission to the B.A. in Early Childhood Education Program. (3, 3T+0L)</p>
Student Learning Outcomes of the Course	<p>This course is part of the articulated Universal Catalogue of Courses for Early Childhood Education in the State of New Mexico. The following objectives are taken from the New Mexico State Department of Education's Common Core Competencies for early childhood professionals (see Common Core- Content manual). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:</p> <ol style="list-style-type: none"> 1. A.6 – Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for development and learning and recognize that children are best understood in the contexts of family, culture, and society. 2. A.7 – Demonstrate knowledge of the many functions that language serves in the cognitive, social, and emotional aspects of development in the formative years. 3. A.8 – Demonstrate knowledge of the developmental sequence of language and literacy, including the influence of culture and home factors. 4. C.4 – Demonstrate knowledge of the similarities between children who are developing typically and those with diverse abilities. 5. C.5 – Articulate understanding of the complexity and dynamics of family systems. 6. C.8 – Develop partnerships with family members to promote early literacy in the home. 7. C.9 – Involve families and community members in contributing to the learning environment. 8. C.10 – Establish partnerships with community members in promoting literacy. 9. C.13 – Demonstrate knowledge of and skill to access community resources that assist families and contribute directly or indirectly to children's positive development such as mental health services, health and adult education, native and English language instruction, and economic assistance. 10. G.6 – Demonstrate a commitment to leadership and advocacy for excellence in programs and services for young children and their families.



	<ol style="list-style-type: none"> 11. H.1 – Demonstrate and facilitate conceptual understanding of family roles in the development of infants and toddlers, including support for family acquisition of knowledge concerning infant and toddler’s growth, learning, development and cultural and linguistic diversity represented within the home setting. 12. H.7 – Apply a conceptual understanding of the multiple influences on development and learning to working with children, including cultural and linguistic contexts for development, children's close relationships with adults and peers, economic conditions of children and families, health status and disabilities, children's individual developmental variations and learning styles, opportunities to play and learn, technology and the media, family and community characteristics. 13. I.12 – Demonstrate knowledge of second-language acquisition and bilingualism including the diversity of home language environments. 14. I.13 – Facilitate family involvement so that families are engaged with curriculum planning, Assessment of children’s learning planning for children’s transitions to new programs.
<p>College-Wide Student Learning Outcomes</p>	<p>ECE 303 learning objectives align with the following NNMC College Wide Goals:</p> <p>Communication NNMC 1.a – Express ideas coherently and persuasively through oral and written communication. NNMC 1.b – Speak coherently and appropriately for various audiences and situations. NNMC 1.c – Present ideas and information effectively for specific purposes through written statements.</p> <p>Critical Thought NNMC 2.a – Analyze and synthesize information. NNMC 2.d – Function as independent thinkers and as members of collaborative groups.</p> <p>Cultural Competence NNMC 3.a – Understand and appreciate cultural diversity.</p> <p>Information Literacy NNMC 4.b – Locate relevant information in printed and electronic from and credit it properly. NNMC 4.e – Utilize and operating system effectively and produce documents using generic office programs such as word processing, spreadsheet and presentation software. NNMC 4.f – Use the internet to communicate effectively through e-mail and other communication tools.</p>