**DISCIPLINE**  
Child Growth and Development

**COURSE TITLE**  
Language Development

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**CATALOG DESCRIPTION**

This course is an in-depth study of the basic use of tools and materials that stimulate imagination, reasoning, concept formation and communications through language development. The guidelines of Kansas and Missouri Core Competencies for Early Care and Education Professionals and the National Association for the Education of Young Children (NAEYC) standards are followed in this course.

**PREREQUISITES**

CDCG 113, CDCG 132, ENGL 101

**EXPECTED STUDENT OUTCOMES IN THE COURSE**

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

1. Describe the relationship between oral and written communication.
2. Identify and explain the theories and functions of language.
3. Identify and categorize language and literacy skills observed in children.
4. Identify appropriate teaching strategies and activities and/or materials to support the development of language skills, making appropriate adaptations for diverse needs.
5. Demonstrate appropriate techniques that support optimal language development.
6. Identify materials outside of class to supplement understanding of the relationship between language and learning.
CLASS-LEVEL ASSESSMENT MEASURES
Student accomplishment of expected student outcomes will be assessed using the following measures. (Identify which measures are used to assess which outcomes.)

- Periodic tests (1-5)
- Projects (1-6)
- Planning, modification, implementation and evaluation of language activities (2-5)
- Written Reports (1-6)
- Lesson Plans – Infants, Toddlers, Preschool and Primary (4-5)

Artifacts:
Language Resource Binder

PROGRAM-LEVEL OUTCOMES ADDRESSED

General Education Outcomes
Specify which general education outcomes, if any, are substantially addressed by the course by completing the “Course/Program Assessment Matrix” to show the relationship between course and program outcomes and assessment measures.

Occupational Program Outcomes
Specify which occupational program outcomes, if any, are substantially addressed by the course by completing the “Course/Program Assessment Matrix” to show the relationship between course and program outcomes to assessment measures.

The student will demonstrate the ability to:
1. promote child development and learning
2. understand content knowledge in early education
3. support learning by building meaningful curriculum
4. develop and maintain professionalism in the field of early education
Individual instructors may order this outline as fits the needs of their individual courses. In addition, they may place more emphasis on some areas than on others. What is assured is that this particular list is covered in the course. Other topics may be added to a course as the instructor sees fit, and as time and interest allow. An *asterisk can be used to mark an item as optional.

I. Language Development  
   A. Defining Communication  
   B. Theories of Development  
   C. Understanding Representation  

II. Progression of Language Skills  
   A. Infants and Toddlers  
   B. Preschoolers  
   C. Primary  
   D. Atypical Development  

III. Integrating Language Arts Curriculum  
   A. Routine Integration  
   B. Listening and Attending  
   C. Dramatic Play  
   D. Math and Science  
   E. Field Trips  
   F. Music and Poetry  
   G. Storytelling and Speaking  
   H. Puppetry and Dramatization  
   I. Literature  

IV. Literacy  
   A. Development  
   B. Reading  
   C. Writing  
   D. Print Rich Environments  
   E. Working with Parents