



Bethesda University

730 North Euclid Street, Anaheim, California 92801 Tel: (714)517-1945, Fax: (714)683-1440

EC 325 Language Art Fall 2014

Estée Song	
Class Hour: Thursday 4:00 PM – 6:30 PM	Class Room: Click here to enter text.
Office: TBA	Phone: (714) 702-5808
Office Hours/ Consultation: TBA	E-mail: estee.song@buc.edu
TA: TBA (To Be Arranged)	Credit Unit: 3

A. Mission Statement

1. Bethesda University

Mission of the Bethesda University

Bethesda University is a Christ-centered community of higher education preparing Korean/English speaking men and women with professional competence, academic excellence, and spiritual integrity to be servant leaders in the Church, community, and global society.

2. Bethesda University General Education Mission Statement

The Mission of General Education at Bethesda University is to facilitate the acquisition and integration of knowledge, abilities, ethics and spirituality in order to form a foundation for lifelong learning through the interdisciplinary study.

B. Course's Academic Level and Place in Curriculum:

This is one of general education courses for all undergraduate students. This course may be taken at anytime. But, it fits best if it is taken at the first stage of your course of study.

C. Course Description

This course is an investigation of the importance of literacy and books in the language development of children. Literature influences children's language development primarily by providing a model for reading, writing and speaking. It also enhances critical thinking skills that provide the foundation of learning. This course will explore a variety of children's literature through various genres. These genres include contemporary novel, classic novel, historical fiction, and realistic fiction, picture books, and folk and fairy tales.



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D. Course Objectives & Student Outcomes

After completing this course, students will have achieved the following:

Expected Student Outcomes	
Spiritually	Demonstrate an understand of world through a Christian Worldview growing in every discipline, subject, skill, and social interaction with biblical thinking and living.
Intellectually	<ol style="list-style-type: none">1. Demonstrate an understanding of how research and theory are related to language acquisition in children.2. Demonstrate an understanding of different instructional techniques, methods, and media in presenting literature to children in order to meet specific learner needs.3. Demonstrate an understanding of the influence of linguistic and cultural diversity on the development of language and literacy.
Socio-Emotively	Demonstrate the value of literature for all children.
Vocationally	Apply critical thinking and rhetorical skills to develop teaching goals that provide for a balanced program in language arts. Ability to assess growth in language arts

E. Class Formation

A diverse range of learning and teaching methods will be used.

1. Grammar- Translation Method
2. Cognitive Approach
3. Audio-Lingual Method
4. The Natural/ Communicative Approach
5. Community Language Learning

F. Required Textbook(s)

No.	Title	Author	Publisher	Library code	Year
1	Bible				
2	Early Childhood Experiences in Language Arts 10 th Edition	Jeanne M Machado	Cengage Learning		2013



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*Book Critique

Brown bear brown bear what do you see	Guess How Much I love you	The Lion, the Witch and the Wardrobe Three Trees The Little Prince
Green Eggs and Ham Owl Moon The Rainbow Fish The very hungry caterpillar	If you give a mouse a cookie No David The Ugly duckling	Charlotte's Webb Fool Moon Rising Princess and the kiss
The Giving Tree Curious George	Because I love you Runway Bunny The Lion and the Mouse	Three Trees The Little Prince Velveteen Rabbit

G. Recommended Reading and Other Course Resources (All reserved for reading)

Please, provide at least 5-10 recommended book on the subject and prioritize by importance and popularity. The library will try to buy those books if not already there.

No.	Title	Author	Publisher	Library code	Year
1	Striking a Balance: Best Practices for Early Literacy 4 th Edition	Nancy Lee Cecil	Hathaway		2011
2	Teaching Language Arts	Calor Cox	Allyn and Badon		2002
3	The Art of Teaching Writing	L. Calkins	Heinann		1994



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H. Course Calendar/Schedule, include the following

Wk	Date	Topic	Assignment		
			Reading CHAPTER	Bible Reading	Written assignment
1	8/28	Introduction Language Development			
2	9/4	Growth Systems Affecting Early Language Ability	4	HO 1	
3	9/11	Achieving Language and Literacy Goal through Program Planning	6	HO 2	Book Critique 1
4	9/18	Achieving Language and Literacy Goal through Program Planning	6	HO 3	Book Critique 2
5	9/25	Promoting Language and Literacy	7	HO 4	Book Critique 3
6	10/2	Midterm I			
7	10/9	Developing Listening Skills	8	HO 5	Book Critique 4
8	10/16	Children and Books	9	HO 6	Book Critique 5
9	10/23	Story Telling	10	HO 7	Book Critique 6
10	10/30	Midterm II			
11	11/6	Reading and Preschoolers	17	HO 8	Book Critique 7
12	11/13	Developing a Literacy Environment	18	HO 9	Book Critique 8
13	11/20	Developing a Literacy Environment	18	HO 10	Book Critique 9
14	11/27	Thanksgiving			
15	12/4	Family and Child Literacy	19		Book Critique 10
16	12/11	Final Presentation			



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I. Assignment

1. Book Critiques: Critiques are based on the reading assignments. Critiques will be graded based on completing the reading assignment, quality of the critique and excellence in writing. Each book will be written up on 8 ½ by 11 inch size paper.

Format as follows:

Name (last name first)	Type of Book (ex, Fantasy)	Age Level
Author, Title, Publisher, Publication Date, Pages.		
Example: Bachelder, Louise. <u>Little Things</u> . Mount Vernon, NY. The Peter Pauper Press, 1969, 62p.		
Critical Evaluation: (include the following)		
(1)	<u>The Setting:</u>	
(2)	<u>Characters:</u>	
(3)	<u>Theme:</u>	
(4)	<u>Summarize Plot:</u>	
(5)	<u>Describe the Climax:</u>	
(6)	<u>Christian Emphasis:</u>	

2. Participation & Communication: Each of you are expected to participate fully in assigned readings related to course topics, chapter presentations, discussions of current articles, and presentations of Literacy Topics. Your active and thoughtful participation is expected in all course assignments. Regular attendance is necessary and will be expected of all students.



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J. Evaluation/Assessment Rationale for Grade Determination

1. Grade Assessment

Requirements	Points
Attendance & Participation	10
Written Assignments	50
Mid terms	20
Final Presentation	20
Total	100

2. Grade definition

- A Excellent
- B Good
- C Satisfactory
- D Poor
- F Failure

3. Grade scale

Letter Grade	Numeric Grade	Grade Points
A	95-100	4.0
A-	90-94	3.7
B+	87-89	3.3
B	84-86	3.0
B-	80-83	2.7
C+	77-79	2.3
C	74-76	2.0
C-	70-73	1.7
D+	67-69	1.3
D	64-66	1.0
D-	60-63	0.7
F	59 or below	0



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K. Course Policies

1. Attendance at BCU is mandatory! Students must regularly attend class and be prepared to participate in class discussions and activities. Be forewarned that three or more unexcused absences will result in an automatic fail, and all students are required to report to the admissions director after a second absence. Arriving late or leaving early every two times equals an absence, and missing one half of a class session will also be considered an absence. Only a valid excuse provided in writing will count toward pardoning an absence. Students who are absent are responsible for contacting a classmate to learn of any missed assignments or changes in the course schedule.
2. All course work is due on the dates assigned. Students who fail to submit assignments on time will be subject to the course's late grading policy. In all other cases and unless otherwise stated by the instructor, all course work is due by 4:00 p.m. on the last day of the semester.

A grade of incomplete will only be awarded to students who cannot physically complete their course work by the last day of the semester due to an avoidable situation such as a serious illness. In such cases, students must provide valid evidence of their condition. After a semester has ended it is no longer possible to request an incomplete. Incompletes will not be granted simply because of poor time management. Students who assume that an incomplete will be issued because they failed to finish their course work by the end of the semester will automatically receive a grade of F. Incompletes must first be approved by the Academic Affairs office. To apply for an incomplete, student must fill out an incomplete-grade-request form and submit it to the office by December 2, 2014. After receiving approval from the office, the student must then obtain approval from his or her instructor.

3. ACADEMIC INTEGRITY: Plagiarism and cheating are unacceptable. Plagiarism is defined as the use of someone else's ideas, arguments or other original material without acknowledging the source.

L. COURSE PRAYER SUBJECTS:

1. Growth in grace: We may grow in the grace and knowledge of our Lord and Savior Jesus Christ. (2 Peter 3:18)
2. Time with God: Let nothing hinder our time with God. Protect us from the distractions of busyness, unnecessary demands, fatigue, over commitment, compromise, and doubt. Bless us with rich study time, and give us opportunities, desire, and places to seek You (God) in prayer, both alone and with others. (Acts 6:2-4; Mt. 26:41; 2 Tim. 2:15; Mk. 1:35; Acts 1:14)
3. Worship: Draw us into deeper worship of You (God). Give us a vision of heaven, and keep us from traditions that hold the form of godliness but deny its power.
4. Passion for God: Lord please instill in us a 'soul that followeth hard after thee,' one that



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clings passionately to you. (Ps. 63:8)

5. Knowledge: Enlighten the eyes of us so that we may know the hope of His calling, the riches of our glorious inheritance in the saints, and the incomparably great power that is in us who believe. Let us see the full revelation of Jesus Christ. May we know Christ and the power of His resurrection. (Eph. 1:18-19; Gal. 1:12; Phil. 3:10)

M. Suggested Bibliography:

Bromley, Karen, (1998) *The Language Arts: Exploring Connections*, 3rd Edition, Pearson, Needham Heights, MA.

Heller, Mary, (1999) *Reading-Writing Connections: From Theory to Practice*, 2nd Edition, LAWRENCE ERLBAUM ASSOCIATES, Mahwah, New Jersey

Sampson, Michael, Allen, Roach Van, and Etal, *Pathways to Literacy: A Meaning Centered Perspective*, Holt, Rinehart, Winston, Chicago, IL.

Schiekedanz, Judith, (1986) *More than ABC's: The Early Stages of Reading and Writing*, 4th Edition, National Council For The Education of Young Children. Washington D.C.

Stewig, John, and Sebesta, Sam, (1989) *Using Literature in the Elementary Classroom*, National Council For Teachers of English, Urbana, IL.

Templeton, Shane, (1997) *Teaching the Integrated Language Arts*, 2nd Edition. Houghton, Mifflin.

Snow, Catherine E., & Burns, M. Susan, and Griffin, Peggy. (1999) *Preventing Reading Difficulties in Young Children*. National Research Council, Washington, DC.

Kamil, Michael, and et al(2000) *Handbook of Reading Research*, Volume III, Lawrence Erlbaum Associates, Mahwah, New Jersey.

National Association for the Education of Young Children (NAEYC). "NAEYC Position Statement on Standardized Testing of Young Children 3 through 8 years of Age." *Young Children* 43 (March 1988): 42-47

National Reading Panel. *Report of the National Reading Panel: Teaching Children to Read: An Evidence-Based assessment of the scientific Research Literacy on Reading and its implications for Reading Instruction*. Washington, D.C: National Institute of Child Health and Human Development/National Institute for literacy, 2000.



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National Center for Family Literacy, The National Early Literacy Panel: A Synthesis of Scientific Research on Development of Early Literacy in Young Children (Report)

Power, Hubbard, (2001) Language Development: A Reader For Teachers, 2nd Edition, Merrill Prentice Hall

Strickland, Morrow (2002) Beginning Reading and Writing, Teachers College Press, Columbia University, New York and London.

Machado, Jeanne (2010) M. Early Childhood Experiences in Language Arts (9th Edition), Wadsworth, Belmont, CA.

Peterson, Evelyn A. (2003) A Practical Guide To : Early Childhood Curriculum: Linking Thematic, Emergent, And Skill-Based Planning To Children's Outcomes (2nd Edition), Allyn and Bacon.

Darling-Hammond, L.,& Young, P. (2002). Defining "highly qualified teachers": What does "scientifically-based research" actually tell us? Educational Researcher, 31(9), 13-25.

Jones, J. (2004). Early literacy assessment systems: Essential elements.

National Institute for Early Education Research. (2003). Child outcome standards in preschool programs: What are standards; what is needed to make them work?

Neuman, S.B. (1999). Books make a difference: A study of access to literacy. Reading