



Navajo Technical University
PO Box 849, Crownpoint, NM 87313

<http://www.navajotech.edu>

Tel: (505) 387-7401

Course Title: Family, Language, and Culture
Course #: ECED 3160

Credit Hours: 3
Semester: Spring 2022

Faculty: Mr. Franklin J. Elliott, M.Ed. **E-mail:** felliott@navajotech.edu
Office: Chinle NTU: Building E: Room 107 **Office Phone:** 928-882-3146
Office Hours Tuesday, Wednesday, & Thursday: 3:00 – 5:00 pm:

- <https://us02web.zoom.us/j/83995229446>
 - Meeting ID: 839 9522 9446
 - Passcode: 458627
 - One tap mobile: 669-906-6833

Preferred Communication: Email

Modality: Hybrid

Class Location and Meeting Times: Chinle NTU: Building E: Room 106 & Zoom

Meeting Hours and Online Hours: Thursday: 6:00 pm – 9:00 pm

Join Zoom Meeting:

- <https://us02web.zoom.us/j/89775840607>
 - Meeting ID: 897 7584 0607
 - Passcode: 394956
 - One tap mobile: 1-669-9000-6833

Required Materials:

Textbooks:

Machado, J. M. (2016). **Early Childhood Experiences in Language Arts, (11e)**. Cengage Learning.

ISBN: 978-1-305-08893-1

Additional Materials:

Gonzalez, N., Moll, L.C., & Amanti, C. (2005). **Funds of Knowledge: theorizing practices in households, communities, and classrooms**. Routledge: Taylor & Francis Group. ISBN: 0-8058-4917-3

Tools:

Laptop and Internet Access: Every student is required to own a laptop/desktop with a microphone and camera and have Internet access.

Mission, Vision, and Philosophy

Mission: Navajo Technical University honors Diné culture and language, while educating for the future.

Vision: Navajo Technical University provides an excellent educational experience in a supportive, culturally diverse environment, enabling all community members to grow intellectually, culturally, and economically.

Philosophy: Through the teachings of Nitsáhákees (thinking), Nahátá (planning), Íina (implementing), and Siihasin (reflection), students acquire quality education in diverse fields, while preserving cultural values and gaining economic opportunities.

Course Description

This course analysis the interrelationship between family, language, and culture as connected to children’s development and learning. In this course, language is understood as a human activity and higher mental process which build on the children’s families, community, and cultural background. Language conceived as human activity must 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 a better world and well-being for young children will emerge and concretize in a culturally and linguistically responsive pedagogy.

Course Outcomes	Course Assessments
Articulate understanding of the connections of the family, home language, and cultural context to a child’s positive growth, development and learning.	
Demonstrate ability to form relationships and partnerships with parents, family, and other stakeholders.	
Engage in critical reflection, especially as it pertains to establishing positive relationships with families and including them in the learning environment.	
Demonstrate flexible teaching strategies that acknowledge children’s learning differences and/or developmental pace, as well as the influence of contextual cultural practices on individual children.	
Engage with children to build expressive and receptive language and concept development skills, to model and promote positive social interactions and to increase social and emotional competence of all children.	

Course Competencies:

This course is part of the New Mexico Early Childhood Education and Development Articulation Catalog of Courses and Program. The following objectives are taken from the New Mexico Public Education Department’s Common Core Competencies for early childhood professionals. Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

- 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. A.6
- Demonstrate knowledge of the many functions that language service in the cognitive, social, and emotional aspects of development in the formative years. A.7
- Demonstrate knowledge of the developmental sequence of language and literacy, including the influence of culture and home factors. A.8
- Demonstrate knowledge of and respect for variations across cultures, in terms of family strengths, expectations, values, and child-rearing practices. C.4
- Articulate understanding of the complexity and dynamics of family systems. C.5
- Develop partnerships with family members to promote early literacy in the home. C.8
- Involve families and community members in contributing to the learning environment. C.9
- Establish partnerships with community members in promoting literacy. C.10
- 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 care, adult education, native and English language instruction, and economic assistance. C.13
- Demonstrate a commitment to leadership and advocacy for excellence in programs and services for young children and their families. G.6
- Demonstrate and facilitate conceptual understanding of family roles in the development of their infant and toddler, including support for family acquisition of knowledge concerning infant and toddler’s growth, learning, and development and cultural and linguistic diversity represented within the home setting. H.1
- 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 family, health status and disabilities, children’s individual developmental various and learning styles, opportunities to play and learn, technology and the media, and family and community characteristics. H.7
- Demonstrate knowledge of second-language acquisition and bilingualism including the diversity of home language environments. I.12
- Facilitate family involvement so that families are engaged with curriculum planning, assessing of children’s learning, and planning for children’s transitions to new programs. I.13

Connections to Program Assessment (Course-Embedded Measures)

Course Activities

Week	Topic	Assignments
1 January 20, 2022	Welcome to Class! Syllabus Review Review Blackboard	Read: Ch. 1: Beginning of Communication
2 January 27, 2022	Review: Ch. 1: Beginning of Communication Watch: Steven Pinker: Linguistics as a Window to Understanding the Brain https://www.youtube.com/watch?v=Q-B_ONJIEcE Lust: Child Language Acquisition https://www.youtube.com/watch?v=z9gATksP8xc	Read: Ch. 2: The Task of the Toddler
3 February 3, 2022	Review: Ch. 2: The task of the Toddler	Read: Ch. 3: Preschool Years
4 February 10, 2022	Review: Ch. 3: Preschool Years	Read: Ch. 4: Understanding Differences
5 February 17, 2022	Review: Ch. 4: Understanding Differences	Read: Ch. 5: Achieving Language and Literacy: goals through program planning
6 February 24, 2022	Review: Ch. 5: Achieving Language and Literacy: goals through program planning	Read: Ch. 6: Promoting Language and Literacy
7 March 3, 2022	Review: Ch. 6: Promoting Language and Literacy	Read: Ch. 7: Developing Listening Skill
8 March 10, 2022	Mid-Term Review: Ch. 7: Developing Listening Skills	Read: Ch. 8: Children and Books
* March 17, 2022	Spring Break	Enjoy your Break!
9 March 24, 2022	Review: Ch. 8: Children and Books	Read: Ch. 9: Storytelling
10 March 31, 2022	Review: Ch. 9: Storytelling	Read: Ch. 10: Poetry

11 April 7, 2022	Review: Ch. 10: Poetry	Read: Ch. 11: Language Growth Through Flannel Boards, Puppetry, & Dramatization Ch. 12: Realizing Speaker Goals
12 April 14, 2022	Review: Ch. 11: Language Growth Through Flannel Boards, Puppetry, & Dramatization Ch. 12: Realizing Speaker Goals	Read: Ch. 13: Group Times
13 April 21, 2022	Review: Ch. 13: Group Times:	Read: Ch. 14: Print – Early Knowledge and Emerging Interest
14 April 28, 2022	Review: Ch. 14: Print – Early Knowledge and Emerging Interest	Read: Ch. 15: Reading and Preschool Ch. 16: Developing a Literacy Environment
15 May 5, 2022	Review: Ch. 15: Reading and Preschool Ch. 16: Developing a Literacy Environment	Read: Ch. 17: The Family – Center Partnership
16 May 12, 2022	Final Exam	

Grading Plan

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

Grading Policy

Students must do their own work. Cheating and plagiarism are strictly forbidden. Cheating includes (but is not limited to) plagiarism, submission of work that is not one's own, submission or use of falsified data, unauthorized access to exams or assignments, use of unauthorized material during an exam, or supplying or communicating unauthorized information for assignments or exams.

Participation

Students are expected to attend and participate in all class activities. Points will be given to students who actively participate in class activities including guest speakers, field trips, laboratories, and all other classroom events.

Cell phone and headphone use

Please turn cell phones off **before** coming to class. Cell phone courtesy is essential to quality classroom learning. Headphones must be removed before coming to class.

Attendance Policy

Students are expected to attend all class sessions. If more than ten minutes late, students will be counted as absent. A percentage of the student's grade will be based on class attendance and participation. Absence from class, regardless of the reason, does not relieve the student of responsibility to complete all course work by required deadlines. Furthermore, it is the student's responsibility to obtain notes, handouts, and any other information covered when absent from class and to arrange to make up any in-class assignments or tests if permitted by the instructor. Incomplete or missing assignments will necessarily affect the student's grades. Instructors will report excessive and/or unexplained absences to the Counseling Department for investigation and potential intervention. **Instructors may drop students from the class after three (3) absences unless prior arrangements are made with the instructor to make up work and the instructor deems any excuse acceptable.**

Study Time Outside of Class for Face-to-Face Courses

For every credit hour in class, a student is expected to spend two hours outside of class studying course materials.

Study Time for Hybrid or Blended Courses

For a hybrid or blended course of one credit hour, a student is expected to spend three hours per week studying course materials.

Study Time for Online Courses

For an online course of one credit hour, a student is expected to spend four hours per week studying course materials.

Academic Integrity

Integrity (honesty) is expected of every student in all academic work. The guiding principle of academic integrity is that a student's submitted work must be the student's own. Students who engage in academic dishonesty diminish their education and bring discredit to the University community. Avoid situations likely to compromise academic integrity such as: cheating, facilitating academic dishonesty, and plagiarism; modifying academic work to obtain additional credit in the same class unless approved in advance by the instructor, failure to observe rules of academic integrity established by the instructor. **The use of another person's ideas or work claimed as your own without acknowledging the original source is known as plagiarism and is prohibited.**

Diné Philosophy of Education

The Diné Philosophy of Education (DPE) is incorporated into every class for students to become aware of and to understand the significance of the four Diné philosophical elements, including its affiliation with the four directions, four sacred mountains, the four set of thought processes and so forth: Nitsáhákees, Nahát'á, Íina and Siih Hasin which are essential and relevant to self-identity, respect, and wisdom to achieve career goals successfully.

At NTU's Zuni Campus, the A:shiwi Philosophy of Education offers essential elements for helping students develop Indigenous and Western understandings. Yam de bena: dap haydoshna: akkya hon detsemak a:wannikwa da: hon de:tsemak a:ts'umme. *Our language and ceremonies allow our people to maintain strength and knowledge.* A:shiwi core values of hon i:yyułashik'yanna:wa (respect), hon delank'oha:willa:wa (kindness and empathy), hon i:yyayumola:wa (honesty and trustworthiness), and hon kohoł lewuna:wediyahnan, wan hon kela i:tsemanna (think critically) are central to attaining strength and knowledge. They help learners develop positive self-identity, respect, kindness, and critical thinking skills to achieve life goals successfully.

Students with Disabilities

Navajo Technical University is committed to serving all students in a non-discriminatory and accommodating manner. Any student who feels that she or he may need special accommodations should contact the Accommodations Office (<http://www.navajotech.edu/student-services#accomodations-services>) in accordance with the university's Disability Accommodations Policy (see http://www.navajotech.edu/images/about/policiesDocs/Disability_ Exhibit-A_ 6-26-2018.pdf).

Email Address

Students are required to use NTU's email address for all communications with faculty and staff.

Final Exam Date: