Instructor: David L. Brown, Ph.D.
Office Location: Education South, 229
Office Hours: By Appointment
Office Phone: 903-886-5536
Office Fax: 903-886-5581
University Email Address: David.Brown@tamuc.edu

COURSE INFORMATION

Class Meetings:

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 09</td>
<td>Tuesday</td>
<td>5:00 PM – 9:00 PM</td>
</tr>
<tr>
<td>July 11</td>
<td>Thursday</td>
<td>5:00 PM – 9:00 PM</td>
</tr>
<tr>
<td>July 16</td>
<td>Tuesday</td>
<td>5:00 PM – 9:00 PM</td>
</tr>
<tr>
<td>July 18</td>
<td>Thursday</td>
<td>5:00 PM – 9:00 PM</td>
</tr>
<tr>
<td>July 23</td>
<td>Tuesday</td>
<td>5:00 PM – 9:00 PM</td>
</tr>
<tr>
<td>July 25</td>
<td>Thursday</td>
<td>5:00 PM – 9:00 PM</td>
</tr>
<tr>
<td>July 30</td>
<td>Tuesday</td>
<td>5:00 PM – 9:00 PM</td>
</tr>
<tr>
<td>August 01</td>
<td>Thursday</td>
<td>5:00 PM – 9:00 PM</td>
</tr>
<tr>
<td>August 06</td>
<td>Tuesday</td>
<td>5:00 PM – 9:00 PM</td>
</tr>
<tr>
<td>August 08</td>
<td>Thursday</td>
<td>5:00 PM – 9:00 PM</td>
</tr>
</tbody>
</table>

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:


Course Description: This course provides a critical examination of the major areas of speaking, listening, reading, and writing experiences of young children. Current research, educational practice, and instructional materials will be analyzed in relation to different theoretical views of the language arts. Special emphasis will be placed on integrating the language arts skills.
Student Learning Outcomes:

1. To identify and explain the various theories of language acquisition and development and to understand factors which influence language development.

2. To identify the major components of an integrated language arts program and understand the rationale for various methods used in developing learning experiences for each component.

3. To evaluate various techniques of nurturing children's listening abilities and to promote the development of oral language.

4. To identify criteria for selecting quality literature for young children and to examine various methods of using literature to enhance the communication skills.

5. To compare and contrast various approaches to literacy development (reading and writing) in young children.

6. To identify instructional resources for teaching the communication skills.

Early Childhood Teacher Competency:

Competency 5
Receptive language. The early childhood teacher understands the development of young children's receptive language development and knows how to provide experiential learning activities that enhance receptive language and complement learning in other areas.

Competency 6
Expressive language. The early childhood teacher understands expressive language development in young children and knows how to provide a classroom environment that encourages young children to use oral language to express needs, feelings, and ideas.

Competency 7
Emergent literacy. The early childhood teacher understands processes related to emergent literacy and can use understanding to develop a classroom culture that fosters a positive disposition toward literacy and encourages the emergence of literacy.

Competency 8
Language development in native speakers of other languages. The early childhood teacher understands how having a home language other than standard English affects English language development and knows how to use young children's diverse linguistic and cultural backgrounds to facilitate their English language development, as well as to enhance all children's awareness of the diversity of languages and cultures.

Competency 15
Interdisciplinary connections/instruction. The early childhood teacher understands interrelationships among the content areas, recognizes skills and concept that may be applied across the curriculum, and can use this knowledge to enhance children's thinking and their ability to understand the world.
Competency 20  
Factors affecting development. The early childhood teacher understands how specific factors may affect individuals in one or more developmental domains and can provide learning experiences and environments that respond to the individual needs of all children.

Competency 21  
Assessment. The early childhood teacher understands how to use a variety of assessment strategies to monitor young children's progress in achieving outcomes and to plan learning activities in all domains.

Competency 23  
Assessment. The early childhood teacher understands how to use developmentally appropriate group management strategies to provide an atmosphere that enhances learning.

Competency 25  
Materials and resources. The early childhood teacher understands how various types of materials and resources, including current technology, can be used in early childhood classrooms to support learning in all domains for all children.

COURSE REQUIREMENTS

1. Read chapters in text that pertain to course topics and demonstrate knowledge of early childhood education on one written examination.

2. Read and summarize (5 X 8 note cards) one article from professional periodicals relating to the Following topics:
   A. The Writing Process and Young Children
   B. Comprehension
   C. Assessment
   D. Emergent Literacy
   E. Phonemic Awareness

Format of Critique articles  
(5X8 Note card)

Problem Solving

Name_________  
Date_________


Summary: Provide a written summary of the Key ideas in the article.

______________________________________________________________________________
______________________________________________________________________________

Reaction: Provide a written critique of the key ideas, like implementation for classroom practice. How did the article impact your Knowledge and understanding of topics?

______________________________________________________________________________
______________________________________________________________________________

ECE 536 – Page 3
3. Students will conduct a chapter (Power Point) presentations on topics covered in class. Presenters should be prepared to model interactive activities that will require the active participation of the class. You are encouraged to bring samples of literacy materials, use video clips, and model instructional strategies used in literacy classrooms. Please bring copies of handout materials for all class participants.

4. Develop a Strategy notebook that contains theoretically sound and research-based Instructional Strategies that incorporates your needs and interest and that reflects best practices in primary classrooms. The instructional strategies should be divided into five (5) content areas: 1) Vocabulary Development, 2) Content Area Literacy, 3) Writing, 4) Comprehension, and 5) Phonemic Awareness. Students should include a minimum of 25 strategies in the notebook. Please include a cover page and table of contents.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam I (Mid-Term)</td>
<td>100</td>
</tr>
<tr>
<td>Strategy Notebook</td>
<td>100</td>
</tr>
<tr>
<td>Summary of Articles</td>
<td>50</td>
</tr>
<tr>
<td>Chapters Presentations</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>300</strong></td>
</tr>
</tbody>
</table>

**Recommended Journals**
- Young Children
- Language Arts
- Day Care and Early Education
- Children Today
- *First Teacher
- Early Years
- *Journal of Research in Childhood
- Texas Child Care Quarterly
- *Pre-K Today
- Reading Teachers
- Childhood Education
- Theory Into Practice

* = Denotes publications that are not in the TAMU-C Library

Note: Course Syllabus and Topical Schedule subject to change at the discretion of Instructor.

**TECHNOLOGY REQUIREMENTS**

This is not an Online Course but some technological resources will be required.

Access to a Computer with
- Internet Access.
- Microsoft Word Processing Software.
- Microsoft Power Point Software.
- Adobe or Foxit Reader to open PDF File.
Dr. Brown will send email attachments of all readings relating to course topics. We will not use e-college in this course.

**COMMUNICATION AND SUPPORT**

**Interaction with Instructor Statement:**

*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.

In regards to communication, please use my email ([David.Brown@tamuc.edu](mailto:David.Brown@tamuc.edu)) to correspond with me regarding class matters. Also, I will be happy to schedule individual appointments with you, if needed. Also, I will post readings on my website for individual and class assignments. Students will be provided information to access documents on the website.

**References:**


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


Scott-Little, C.,Kagan, S.L.,&Frelow, V.S. (2003). *Standard for preschool children’s learning and development: Who has standards, how were they developed, and how are they used?*


COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Lecture and readings: Material from course lectures will not always be found in your text. Use of class discussions and class activities will be included in most class sessions. Please note that all questions on the examinations will be taken from the text, as well as the classroom lectures, videos, and discussions. Typically, you will be expected to read 1 to 2 chapters per week. It is advised that you do not wait until the night before to start the reading material. It is recommended that you stay current with chapter readings, and read the assigned chapter/s before each class.

If you would like to review an assignment, come by my office during office hours or set up an appointment. If you are having problems in class, please come and talk to me immediately. I am better able to help you if you come to me early. Please understand that you should not come to me at the end of the semester, unhappy with your grade, asking for a way to change it. Grades will not be changed.

Citizenship: All Students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student 92s Guide Handbook, Policies and Procedures, Conduct).

Student Conduct: All students are expected to conduct themselves in a professional manner at all times. You are adults and will be treated as such. Discriminatory, rude, and inappropriate language will not be tolerated in this class and students will be asked to leave or drop the class. If a student continues to act in the same manner during future classes, the instructor reserves the right to drop the student from the course.

Late Work: Assignments are due on specific dates, as assigned. Assignments will be accepted after the due date with the exception of major projects. However, a 10 point deduction will be applied to assignments that are 1 day late, and an additional 5 points for each day thereafter.

Plagiarism: Plagiarism WILL NOT be tolerated and will result in an automatic F in the course. Various versions of your work and final papers will be run through Turnititin software – this is not meant to “catch” you in the act, but rather assist you in seeing possible areas that may be unintentionally plagiarized and allow for editing your work.
Academic integrity is the pursuit of scholarly work free from fraud and deception and is an educational objective of this institution.

Texas A&M University-Commerce has explicit rules and regulations governing academic dishonesty and academic misconduct. As the University states, “All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.” These policies are stated in detail in the Student’s Guide Handbook. Each student is expected to read this document and abide by the contained policies. These university policies will be followed in this class. The minimum penalty for an act of academic dishonesty will be the assignment grade of 0 or F on the assignment. The maximum penalty is expulsion from the University.

Texas A&M University-Commerce further does not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one’s own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

If you are unsure what constitutes plagiarism and how to avoid it. Visit the following websites:
- http://www.plagiarism.org/
- http://www.unc.edu/depts/wcweb/handouts/plagiarism.html
- http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml

**Attendance:** Attend all classes. Arrive on time and remain until class is dismissed. Class meets from 5:00 PM until 9:00 PM on Tuesdays and Thursdays unless noted otherwise by the instructor. If you must miss a class due to a professional responsibility and know ahead of time, discuss this with the instructor on the first night of class to create a make-up plan. If you must miss a class due to an unforeseen excused absence or professional responsibility, email or leave a telephone message for the instructor before class, then give the instructor a written plan for make-up work at the beginning of the next class session. You must discuss this plan with the instructor and gain his approval to receive make-up credit. Each unexcused absence will lower your final average score by 10 points. For a definition of an excused absence, please see the Texas A&M University-Commerce Catalog or Student’s Guidebook.

**Cell Phones/Computers:** Please respect the instructor and your peers by turning off your cell phones and other technical devices during chapter presentations, unless you have notified me at the beginning of class that you have a critical family situation about which you must be notified. This should constitute only emergencies.

**Scholarly Expectations:** All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered in appropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.
University Specific Procedures:

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu
Student Disability Resources & Services

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook).

COURSE OUTLINE / CALENDAR