



**ECE 358: Language Acquisition Development
in Early Childhood Education
Summer 2014 Online**

Course Description: This course explores children's language and linguistic development, with special emphasis given to the nature and function of language, theories of language acquisition, language and cognition, developmental stages in learning to talk, dialectical differences, and partnering with parents to foster language and literacy development.

Professor's Name: Josh Thompson, PhD
Office Location: Midlothian NCMB 207
Office Hours: by appointment
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Cell: 214-663-6102 Preferred

Professor's Webpage: <http://faculty.tamuc.edu/jthompson/>

Course Webpage: <http://faculty.tamuc.edu/jthompson/358>

Goals of the Course: This course surveys the literature on language in relation to children's linguistic development in first and second language. Special emphasis will be given to such topics as the nature and function of language, theories of language acquisition, English Language Learners, language and cognition, and developmental stage of language and learning to read.

Required Texts:

Morrow, Leslie Mandel (2012). *Literacy Development in the Early Years: Helping Children Learn to Read and Write* (7th ed.). Boston: Allyn and Bacon. ISBN: 013248482X

NAEYC & IRA. (1998) Learning to read and write: Developmentally appropriate practices for young children.
http://www.naeyc.org/positionstatements/learning_readwrite
<http://www.naeyc.org/files/naeyc/file/positions/PSREAD98.PDF>

Texas Education Agency. (2009). *English Language Proficiency Standards (ELPS)*.
<http://www.englishspanishteks.net/teachers/>

Required Readings, as provided by the professor. For example:

Morrow, Leslie Mandel. (1998). "Creating a Framework for Literacy-Rich Environments," in Morrow, Strickland, & Woo, *Literacy Instruction in Half- and Whole-Day Kindergarten: Research to Practice* (pp. 98-111). Newark, DE: International Reading Association.

Recommended Texts:

Nemeth, Karen N. (2009). *Many Languages, One Classroom: Teaching Dual and English Language Learners*. Gryphon House.

Hadaway, Nancy L., & Vardell, Sylvia M. (2003). *What Every Teacher Should Know About English Language Learners*. Allyn & Bacon.

Student Learner Outcomes

- A. To explore language acquisition theories
- B. To trace language development in young children
- C. To examine the research related to language and education
- D. To understand the rationale for ECE language arts
- E. To identify the process of oracy and literacy development
- F. To demonstrate various materials and methodology for presentation of an integrated language program.
- G. To develop a knowledge base of children's literature
- H. To assess techniques for integrating the language arts skills

Course Requirements:

1. Complete and monitor your own progress on an individualized **Learning Contract** (up to 10 points, 10% of your final grade).

Aligns with Student Learning Outcomes: H

2. **Professional Behaviors:** Attendance online is required; regular, consistent participation is important. We do important things every week of class – don't miss it. Excessive absences (less than 6 hours a week logged in to eCollege, or 10 days without logging into eCollege) may prompt an administrative withdrawal.
 - **Read** textbook assignments, supplemental reading assignments, lecture notes, PowerPoint presentations, and resource links.
 - **Check Leo eMail** frequently, at least twice a week.
 - **Discussions:** Participate in frequent online class discussions, whole class or small groups. Most are asynchronous – not live. Note the discussion board rubric in eCollege: Tools: DocSharing: **Discussion Board Rubric.pdf**. Occasional synchronous (real-time, live) CHAT or CLASSLIVE sessions require your participation when scheduled. Occasional opportunity, optional, to go onsite to schools and centers for guided observation.
 - **Quizzes:** Read all assigned readings. Participate in frequent chapter quizzes as posted in eCollege units.

You will **self-evaluate your professional behaviors TWICE**, once at the beginning, and again at the end of the course. Your grade on this Course Requirement will come from your self-evaluation (up to 10 points, 10% of your final grade).

Aligns with Student Learning Outcomes: F

3. Enroll in one grade level of **Online Teacher Reading Academies**, available at www.texasReadSource.org (up to 10 points, 10% of your final grade).

Aligns with Student Learning Outcomes: F, H

4. Prepare and present* at least five **phonological awareness** activities (up to 10 points, 10% of your final grade).

Aligns with Student Learning Outcomes: B, F

5. Prepare and present* two **storytelling activities** (up to 10 points, 10% of your final grade).

Aligns with Student Learning Outcomes: F

6. Develop an annotated **list of 50 children's books**, 10 books in each of 5 categories (up to 10 points, 10% of your final grade).

Aligns with Student Learning Outcomes: G

7. Create a Case Study of one child, preferably an English Language Learner (up to 30 points, 30% of your final grade).

Aligns with Student Learning Outcomes: B, E, F, H

8. Complete three exams over course content. (up to 10 points, 10% of your final grade).

- a. Exam I – Explore language acquisition theories and trace language development in young children.

Aligns with Student Learning Outcomes: A-B

- b. Exam II – Identify the process of oracy and literacy development.

Aligns with Student Learning Outcomes: E

- c. Exam III Examine research related to language and education, and understand the rationale for ECE language arts.

Aligns with Student Learning Outcomes: C, D

* Presentation of activities, storytelling, and reading demonstrations must be videotaped and uploaded to the course YouTube channel, and/or presented at one of the scheduled Gallery Walks.

Grading Scale: A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = below 60.

TECHNOLOGY REQUIREMENTS

The following technology is required for success in this course.

- Internet access/connection – high speed recommended (not dial-up)
- Headset/Microphone/Webcam (especially for ClassLive synchronous sessions)
- Word Processor (i.e. MS Word or Word Perfect) save all files in Rich Text Format .rft

Additionally, the following hardware and software are necessary to use eCollege:

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.x, 7.x, or 8.x).

Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.x) on both Windows and Mac operating systems.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login in to eCollege, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.

ACCESS AND NAVIGATION

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to <https://leo.tamuc.edu>. You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Communicate with me as needed. Use Josh.Thompson@tamuc.edu, or my office phone 972-775-7230 or cell phone 214-663-6102. I typically respond within the next business day.

eCollege Student Technical Support (QM 6.6, 7.1)

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

Chat Support: Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.

Phone: 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.

Email: helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.

Help: Click on the 'Help' button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...)

COURSE AND UNIVERSITY PROCEDURES/POLICIES
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Course Specific Procedures:*Attendance*

Attendance online is expected; regular, consistent participation is important. We do important things every week of class – don't miss it. Excessive absences (less than 6 hours a week logged in to eCollege, or 5 days without logging into eCollege) may prompt an administrative withdrawal.

Academic Honesty Policy

Texas A&M University-Commerce 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.

We suggest these web resources to students for reference regarding what constitutes plagiarism and how to avoid it: <http://www.plagiarism.org/> or <http://www.unc.edu/depts/wcweb/handouts/plagiarism.html> or <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Disciplinary action for these offenses may include any combination of the following:

1. Point deduction on an assignment.
2. Failure for an assignment.
3. A grade of zero for an assignment.
4. Failure for the course.
5. Referral to the Academic Integrity Committee or department head for further action.
6. Referral to the Dean of the College of Education and Human Services as appropriate.
7. Referral to the University Discipline Committee.
8. Communication of student's behavior to the Teacher Certification Office and/or Dean of the College of Education as constituting a reason to bar student from entering into or continuing in a teacher certification program. Procedures, A 13.04, 13.12, 13.31, and 13.32

Drop a Course <http://www.tamuc.edu/home/registrar/dropadd.asp>

Students who wish to drop a course are responsible for initiating this action. Students may drop a class with a full refund (if remaining enrolled) until the census day of the particular term. Census date is the

12th University class day of Fall or Spring, 4th university class day of summer or 2nd university class day of a mini term. After census date, eligible students may use their MyLeo to process drops online. The student must obtain approval from the department/instructor to drop after census date.

Administrative Withdrawal <http://www.tamuc.edu/admissions/registrar/generalInformation/dropAdd.aspx>

It is the prerogative of the faculty to drop students from courses in which they have accrued excessive absences as defined in the course syllabus. In such cases, faculty recommend through the department head to the appropriate college dean that a student be dropped from a class. The faculty member will document absences and will make a reasonable effort to communicate with the student prior to recommending the drop. If approved, the college dean will forward the recommendation to the Registrar's Office.

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@tamc.edu

[Student Disability Resources & Services](#)

<http://www.tamuc.edu/studentLife/campusServices/studentDisabilityResourcesAndServices>

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 Guidebook](#)*).