



**Texas A & M University – Commerce
Department of Education Curriculum and Instruction**

**EDCI 690 or RDG 690
Oral Language and Literacy Development
Hybrid class, Spring 2015**

Instructor: Dr. Susan Szabo, Associate Professor

Office Location: Education South 226 on the Commerce Campus

Office Email: Susan_Szabo@tamuc.edu

Online Office Hours:

Please use virtual office via eCollege (which I can answer throughout the day no matter where I am). For personal problems please email me directly. (I am online daily. However, allow 24 hours for response time). You can also give me your phone number and I will call you for a visit. In addition, when someone posts a question in virtual office, and you know the answer, please feel free to answer it. We are all teachers and we are all learners in this class.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

This course has **NO** textbook. Everything is found online.

Course Description

Communication, language, and literacy are recognized as essential for all individuals to function in all societies. The acquisition of language and literacy skills is a complex process during which, over the course of only a few years, children learn the meaning and structure of words, how to use words to convey meaning, and how to understand and use printed materials. Language plays a central role in the child's ability to build relationships by sharing meaning with others. Skills for speaking and writing, and listening and reading are key components. In acquiring language, children gain the ability to articulate ideas and feelings, share them with others, and respond to the ideas and actions of other people.

LANGUAGE DEVELOPMENT

Language is the acquisition of linguistic forms and procedures, social rules, and customs for expressing and interpreting thoughts, feelings, and ideas. This knowledge of language has three key aspects: content (vocabulary and meaning), form, (grammatical structure or syntax), and use (function). As children learn the sound system, the meaning of words, and the rules of form and grammar, they begin to use language constructively in social situations.

LITERACY

Literacy involves the ability to use language, symbols, and images in a variety of forms to read, write, listen, speak, represent, observe, and think critically about ideas. Emergent literacy (acquired during the early years of life) refers to skills and behaviors that are precursors to conventional forms of reading and writing. These include visual expression, oral language, emergent reading, print awareness, and writing processes.

Student Outcomes

- **Outcome 1 (30% of final grade). Preparation, Participation, Knowledge, and Professionalism.** Monday-Wednesday is for reading the article while Thursday-Saturday is to do online responses. Some of the knowledge you should learn include:
 - oral language development (both receptive and expressive);
 - strategies for building oral language learning in the classroom;
 - strategies/activities to build oral language at home to encourage home to encourage home/school connections;
 - summarize the connection between oral language, thinking, vocabulary growth, and listening comprehension;
 - summarize the importance of oral language in the development of content knowledge and understanding
 - summarize the importance of oral language development for all students (dyslexic, ESLs, struggling).
- **Outcome 2 (25% of final grade). Topic Facilitation.** You will be a facilitator for ONE of our grand conversation through eCollege. This will be determined during our first class.
- **Outcome 3 (15% of final grade). Dissertation Assignment.** Complete an assignment that will further your dissertation. These will be determined the first night of class.
- **Outcome 4 (15% of final grade). Residency Assignment.** Complete an assignment for your residency. These will be determined the first night of class.
- **Outcome 5 (15% of total grade).--Engage in Self-Evaluation---**Complete a written course evaluation of your learning/understanding synthesis/summary that discusses how each course requirement was met and the quality with which each requirement was completed.

Assignment

You will keep a journal, either electronic or paper/pencil. For the first week, you will complete the before activity.

Before you begin your readings, I want you to write a 2-4 page reflective paper about what you already know about the importance of oral language, how you acquired this knowledge or how you build it, how you assess it, how you get parents involved with it, how you integrate it with content (these are your section titles).

During your reading, determine a mind-map to use to help you remember the important points of the article. You can bullet these ideas you have learned but after the reading, I want you to move these ideas around so that the most important one is at the top, 2nd important second, etc. Each week you will write about two of your important points, explaining why they are important and their implications for

the classroom. Also, I want you to talk about ONE ah-ha. Thus, in your response, you will have TWO important points and ONE ah-ha. Folders are created in eCollege for each discussion. Next, you will read you peer's ah-ha and important points and have a grant conversation with them. Thus, you need to respond to peers who respond to you thoughtful, & reflectively.

After, your readings are complete you will create 3 assignments to share with the class.

- 1) You will create one ppt. professional development on the importance of oral language in reading development and talk about various activities that teachers can use to help students learn the oral language TEKS.
- 2) You will create a newsletter or tri-fold brochure to give to parents telling them about the importance of oral language along with activities you will be using in the class to help students gain this important skill as well as a section that tells parents what they can do at home to build this important skill.
- 3) You will write an objective reflection to show your new learning of oral language and its importance in literacy development (1/2 – 1 page for each objective). You will compare this reflective learning paper to your BEFORE paper. You will also determine the grade you believe you have earned this semester and explain why.

Grading: Criteria for each requirement will be stipulated by the instructor in rubrics posted on eCollege under Document Sharing. Students will collaboratively generate standards for each criterion. The following holistic scoring format will be adapted for each course requirement:

- 5 = Highly Impressive - well above average in thought, organization, and professional choices as evidenced by products handed in. In control of own decision-making and learning processes.
- 4 = Commendable - in command of thought, organization, and professional choices as evidenced by products handed in. Developing good control of own decision-making and learning processes.
- 3 = Average - probably functional in terms of thought, organization, and professional choices as evidenced by products handed in; but in need of more instruction. Developing some control of own decision-making and learning processes.
- 2 = Developing - somewhat lacking in thought, organization, and responsibility as evidenced by products handed in. Not consistently aware of professional choices. Little control of own decision-making and learning processes. In need of some remediation.
- 1 = Questionable - lacking in thought and organization as evidenced by products handed in. Lack of awareness of professional choices. Little to no control of own decision-making and learning processes. In need of major remediation.
- 0 = Not Attempted – no product handed in or presented to document work.

Final course grades will be determined jointly by the student and the instructor based on the student's self-evaluation, the instructor's judgment, and the following scale:

- A All requirements completed with at least a 4.5 average score
- B All requirements completed with at least a 3.5 average score
- C All requirements completed with at least a 2.0 average score
- F Some or all requirements completed with below a 2.0 average score

Technology Requirements

Students **must have access to email and the Internet**, either at home, work, or TAMU-C campus. TAMU-C provides students with free email accounts that must be accessed for information sent from

the university. These email accounts must be cleaned out regularly, as your account will only accept so much. Then you start missing important information.

Further, eCollege will be utilized for: required readings, document sharing, email, turning in assignments via discussion folders, and grading. High speed internet access/connection, not dial-up, is highly recommended. You must have MS Word and MS PowerPoint to create and hand in assignments. A flash drive is highly recommended for in class sharing of Power Point presentations. 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 (6.0, 7.0, or 8.0).
- 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 (3.0) 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, log in to eCollege, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

Access and Navigation

This course will use eCollege, the Learning and Management System used by Texas A&M University-Commerce. To access readings, rubrics, etc., go to: <https://leo.tamu-commerce.edu/longin.aspx> 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@tamu-commerce.edu

Communications and Support

It is best to contact the instructor via email at Susan.Szabo@tamuc.edu. You should receive a response within 2 working days. DO NOT email the same question repeatedly if you do not receive a response immediately. Responses will typically be sent to your myleo email account or I will answer your questions in virtual office. When engaging in online discussions, please remember the Core Rules of Netiquette as follows:

Rule 1: Remember the Human

Rule 2: Adhere to the same standards of behavior online that you follow in real life

Rule 3: Know where you are in cyberspace

Rule 4: Respect other people's time and bandwidth

Rule 5: Make yourself look good online

Rule 6: Share expert knowledge

Rule 7: Help keep flame wars under control

Rule 8: Respect other people's privacy

Rule 9: Don't abuse your power

Rule 10: Be forgiving of other people's mistakes

Course and University Procedures

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*). Also see the above for Core Rules of Netiquette.

Attendance: Class will meet from 5:00 until 10:00 pm. You must attend all classes. Arrive on time and remain until class is dismissed. If you cannot make it to class on time due to professional responsibilities, discuss this with the instructor after the first class to create a make-up plan. 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 (as defined in University policy) or professional responsibility, email or phone the instructor before class.

Make up assignment is below. Work must be turned in within two weeks to receive credit. Make-up work will not be permitted for unexcused absences. Each unexcused absence will lower final grades by one letter. Missed assignments, lack of make-up work, etc. will also negatively impact final grades. For a definition of an excused absence, please see the Texas A&M University-Commerce Catalog or Student's Guidebook.

Make-Up Assignment for an Excused Absence: Prepare a dialogue journal for the readings you missed discussing in class. Then, prepare an additional reaction paper on a self-selected professional journal article concerning issues pertinent to teaching and learning in your discipline, content area, grade level, and/or professional responsibilities. Each reaction paper must be one to two typed pages and conform to APA 6th edition. Each reaction paper must include: a content summary of the article, your reaction to its contents, and a discussion of how you will implement what you learned (include a copy of each article). **Articles selected must be approved by the instructor prior to writing reaction papers.**

Inclement Weather: In case of inclement weather, cancellation of classes will be announced on KETR 88.9 FM. Please check the university homepage for verification. If the university is officially closed, check your email immediately for instructor verification of class cancellation and check eCollege for alternative assignments.

Students with Disabilities: 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@tamuc.edu

AD Compliance: A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.