



## ECE 358.02E (21424)

### “Language Acquisition & Development in Early Childhood”, Spring, 2015

**Instructor:** Dr. Linda St.Clair, Ed. D.

**Office Location:** EDS 131

**Office Hours:** Class Meetings on Thursdays, 4:30 PM – 7:10 PM

**Conference Hours:** by appointment

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### COURSE INFORMATION

**Required Textbook:** Morrow, Leslie M. (2012). *Literacy Development in Early Years: Helping Children Read and Write* (7<sup>th</sup> edition). Pearson, ISBN-10: 0-13-248482-X; ISBN-13: 978-0-13-248482-4.

**Required Supplies:** Box of markers (non-permanent), scissors, tape, glue sticks, pencils, small plastic supply box or small pencil bag. *Bring these to every class meeting.*

**Course Description:** This course is 3 semester hrs. ECE 358 explores the first and second language acquisition and development of elementary children, including English Language Learners, with special emphasis given to the nature and function of both Oral and Written Language, theories of first and second language acquisition, language and cognition, developmental stages in learning to talk, dialectical and linguistic differences, and partnering with parents to foster language and literacy development.

**Student Learner Outcomes:**

1. To explore theories of Language Acquisition about native English speakers and ELLs (**TEA Competencies 1.5k:** cultural and socioeconomic differences and the significance of these differences for instructional planning; **1.29k:** the benefits of and strategies for promoting student self-assessment; **1.2s:** adapt lessons to address students' varied backgrounds, skills, interests, and learning needs, including the needs of ELLs; **1.3s:** use effective approaches to address varied student learning needs and preferences; **1.4s:** plan instruction that motivates students to want to learn and achieve; **1.5s:** acknowledge and respect cultural and socioeconomic differences among students when planning instruction)
2. To trace Language Development in young children (**TEA Competencies 1.9k:** the significance of the vertical alignment of content, including prerequisite knowledge and skills; **1.1s:** plan lessons that reflect an understanding of students' developmental characteristics and needs; **2.21s:** respect students' rights and dignity)
3. To examine the research related to language and education (**TEA Competency 1.11k:** current research on best pedagogical practices)
4. To understand the rationale for ECE Language Arts (**TEA Competency 1.7k:** the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS))
5. To identify the process of oracy and literacy development (**TEA Competencies 3.1k:** the importance of clear, accurate communication in the teaching and learning process; **3.2k:** principles and strategies for communicating effectively in varied teaching and learning contexts; **3.3k:** spoken and written language that is appropriate to students' age, interests, and background; **3.4k:** skills and strategies for engaging in skilled questioning and leading effective student discussions; **3.5k:** criteria for selecting appropriate instructional activities and assignments for students with varied characteristics and needs; **3.6k:** how to present content to students in relevant and meaningful ways; **3.7k:** the use of instructional materials, resources, and technologies that are appropriate and engaging for students in varied learning situations; **3.8k:** the importance of promoting students' intellectual involvement with content and their active development of understanding)
6. To demonstrate various materials and methodology for presentation of an integrated language program (**TEA Competencies 1.10s:** plan instruction that makes connections within the discipline and across disciplines; **1.11s:** use a variety of pedagogical techniques to convey information and teach skills; **2.4s:** communicate to all students the importance of instructional content and the expectation of high-quality work; **3.14k:** how to use constructive feedback to guide each student's process; **3.15k:** the significance of teacher flexibility and responsiveness in the teaching/learning process; **3.16k:** situations in which teacher flexibility can enhance student learning; **3.2s:** use effective interpersonal skills (including both verbal/nonverbal skills) to reach students and communicate the teacher's commitment to students; **3.3s:** use spoken and written language that is appropriate to students' ages, interests, and backgrounds; **3.4s:** use effective communication techniques, including questioning and discussion techniques, to foster active student inquiry, higher-order thinking, problem-solving, and productive, supportive interactions; **3.5s:** use carefully framed questions to enable students to reflect on their understanding of content and to consider new possibilities; **3.11s:** use flexible grouping to promote productive student interactions and enhance learning; **3.13s:** engage students intellectually by teaching meaningful content in ways that promote all students' active and invested participation in the learning process; **3.14s:** encourage students' self-motivation and active engagement in learning; **3.15s:** use appropriate language and formats to provide each student with timely feedback that is accurate, constructive, substantive, and specific; **3.16s:** promote students' ability to use feedback to guide and enhance their learning; and **3.17s:** base feedback on high expectations for student learning)
7. To develop a knowledge base of children's literature
8. To assess techniques for integrating the Language Arts skills (**TEA Competency 2.7s:** organize and manage groups to ensure that students work together cooperatively and productively)

**TEA Standards I-IV. Domains I-IV. Competencies:**

**Standard I. Domain I. and Domain III.** The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

- 1.5k:** cultural and socioeconomic differences and the significance of these differences for instructional planning; and
- 1.7k:** the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS);
- 1.29k:** the benefits of and strategies for promoting student self-assessment;
- 1.2s:** adapt lessons to address students' varied backgrounds, skills, interests, and learning needs, including the needs of English Language Learners (ELLs);
- 1.3s:** use effective approaches to address varied student learning needs and preferences;
- 1.4s:** plan instruction that motivates students to want to learn and achieve; and
- 1.5s:** acknowledge and respect cultural and socioeconomic differences among students when planning instruction;
- 1.10s:** plan instruction that makes connections within the discipline and across disciplines; and
- 1.11s:** use a variety of pedagogical techniques to convey information and teach skills.

**Standard II. Domain II.** The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

- 2.4s:** communicate to all students the importance of instructional content and the expectation of high-quality work; and
- 2.7s:** organize and manage groups to ensure that students work together cooperatively and productively;
- 2.21s:** respect students' rights and dignity.

**Standard III. Domain III.** The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

- 3.1k:** the importance of clear, accurate communication in the teaching and learning process;
- 3.2k:** principles and strategies for communicating effectively in varied teaching and learning contexts;
- 3.3k:** spoken and written language that is appropriate to students' age, interests, and background; and
- 3.4k:** skills and strategies for engaging in skilled questioning and leading effective student discussions;
- 3.5k:** criteria for selecting appropriate instructional activities and assignments for students with varied characteristics and needs;
- 3.6k:** how to present content to students in relevant and meaningful ways;
- 3.7k:** the use of instructional materials, resources, and technologies that are appropriate and engaging for students in varied learning situations;
- 3.8k:** the importance of promoting students' intellectual involvement with content and their active development of understanding;
- 3.9k:** strategies and techniques for using instructional groupings to promote student learning;
- 3.10k:** different types of motivation, factors affecting student motivation, and effective motivational strategies in varied learning contexts; and
- 3.11k:** techniques for structuring and pacing lessons in ways that promote student engagement and learning;
- 3.14k:** how to use constructive feedback to guide each student's learning;
- 3.15k:** the significance of teacher flexibility and responsiveness in the teaching/learning process;
- 3.16k:** situations in which teacher flexibility can enhance student learning;
- 3.2s:** use effective interpersonal skills (including both verbal/nonverbal skills) to reach students and communicate the teacher's commitment to students;
- 3.3s:** use spoken and written language that is appropriate to students' ages, interests, and backgrounds;
- 3.4s:** use effective communication techniques, including questioning and discussion techniques, to foster active student inquiry, higher-order thinking problem-solving, and productive, supportive interactions;
- 3.5s:** use carefully framed questions to enable students to reflect on their understanding of content and to consider new possibilities;
- 3.11s:** use flexible grouping to promote productive student interactions and enhance learning;
- 3.13s:** engage students intellectually by teaching meaningful content in ways that promote all students' active and invested participation in the learning process; and
- 3.14s:** encourage students' self-motivation and active engagement in learning;
- 3.15s:** use appropriate language and formats to provide each student with timely feedback that is accurate, constructive, substantive, and specific;
- 3.16s:** promote students' ability to use feedback to guide and enhance their learning; and
- 3.17s:** base feedback on high expectations for student learning.

## COURSE REQUIREMENTS

This course is composed of a series of Course Requirements, assignments and assessments (Chapter, Mid Term, and Final Assessments) to assist students in achieving the course Student Learner Outcomes. Each week, you will work on various combinations of in-class and/or out-of-class course requirements, activities, discussions, and/or Cooperative Learning Groups and eCollege activities, etc. All assessments and course requirements have equal weight for grading purposes.

- **Complete five (5) Chapter Assessments, Mid Term Assessment, and Final Assessment** (worth: possible 100% each for a possible total of 700%; these are course requirements).  
(Align with Student Learner Outcomes: A- F)
- **Create and Present an Integrated Thematic Unit for the Language Arts Content Area** which also addresses ELL and Special Needs students; this unit and write-up should follow the template handout (worth: possible 100%.; this unit should be for the Early Childhood grades and is a course requirement).  
(Aligns with Student Learner Outcomes: F-H)
- **Create and Present Five Word Strategies for the Early Childhood grades**; these strategies and write-ups should follow the template handout (worth: possible 20% each for a possible total of 100%; these are course requirements).  
(Align with Student Learner Outcomes: A, B, E, and F)
- **Actively engage and participate in Ten (10) In-Class Cooperative Learning Group Activities** in which discussion, collaboration, cooperative sharing of knowledge, brainstorming, planning, etc. skills are involved in research/investigation/creating/problem-solving/critiquing/presentation of/utilization of higher-order thinking skills, etc. topics from each textbook chapter (worth: possible 10% each for a possible total of 100%).  
(Aligns with Student Learner Outcomes: A-F)
- **Read the assigned chapter(s)** on the Weekly Assignment sheet from the course textbook prior to each class meeting; complete all assignments by the specific due date(s); late points will be applied for assignments received after the specific due date(s).

• **Grading Scale for all assessments and course requirements:**

90-100% or more = A

80-89% = B

70-79% = C

60-69% = D

below 60% = F

## TECHNOLOGY REQUIREMENTS

The following information has been provided to assist you in preparing to use technology in your face-to-face web-enhanced ECE 358 course. The instructor will deliver course content via all or some of the following technology methods: the publisher's website Power Points, resources, discussions, activities, TAMUC eCollege, etc. The following technology is required to be successful in this course. Internet connection of high speed (recommended) but not dial-up; Word Processor Microsoft Word 2003 or 2007; access to the TAMUC Library site; and access to a working email. Additionally, the following hardware and software are necessary to have access to eCollege: means our courses work best if you are using a Windows operating system of XP or newer and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0). 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", login to eCollege, click on the "myCourses" tab, and then, select the "Browser Test" link under "Support Services".

## ACCESS AND NAVIGATION

- At times, this course may be utilizing eCollege for some learning experiences. eCollege is the Learning Management System used by TAMUC. To get started, go to: <https://leo.tamu-commerce.edu/login.aspx>. You will need your CWID and password to login 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](mailto:helpdesk@tamu-commerce.edu)

## COMMUNICATION AND SUPPORT

### Interaction with Instructor Statement:

TAMU Commerce provides students with technical support in the use of eCollege. The student help desk may be reached by the following means 24 hrs. a day, 7 days per week. If you experience problems at any point, feel free to contact the support desk. For "Chat Support" click on "Live Support" on the tool bar within your course to chat with an eCollege Technical Support Representative. Phone number 1-866-656-5511 (Toll Free) to speak with an eCollege Technical Support Representative. You may email [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) to initiate a support Request with an eCollege Technical Support Representative. For Help, click on the "Help" button on the tool bar for information about working with eCollege.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

**According to University rules**, students may be dropped from the class for excessive unexcused absences. That will be considered for this course. Participants are expected to be present, on time, and to actively and consistently participate at all class meetings. Lack of participation will impact your grade, especially if you are on the borderline of a grade. Each student should not pack up their belongings early and prior to the instructor's dismissal. For an absence to be excused, you must submit a note to the instructor from your physician or your child's physician. It is very important that in the event of an emergency and you must miss a class, you are responsible for obtaining class materials, assignments, and/or notes from one of your classmates. At our first class meeting, exchange phone numbers and email addresses with 2 of your classmates in our class.

**Classroom Etiquette**: Each student is expected to be polite and engage in civil interactions with all members of the class (Student's Guide Handbook, Policies, Procedures, Conduct, pages 67-73). Each student is expected to turn OFF all cell phones, pagers, texting devices, emailing, laptops, and all other electronic devices before entering our classroom. The instructor will deduct points from your overall grade for having electronic devices turn ON and/or in use during class meetings. All students are expected to conduct themselves in a professional manner at all times. Discriminatory, rude, and/or 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.

**Class Attendance Policy**: Attend ALL class meetings for the entire class period; you must be present during each entire class meeting period and actively participating in order to receive credit for attendance, so be sure to sign in at the end of each class meeting on the Sign In Sheet for that specific date. You may have (1) unexcused absence in this course. After that, any absence from class without a written documented excuse from a physician or clinic for your illness or the illness of your child, an Order of Service from the memorial service of an immediate family member (husband/wife, child, parent, brother/sister, or grandparent), a written documented excuse from your employer that you had to work during class time in an emergency situation on the job, or an official University closing due to inclement weather and/or driving conditions, will not be excused and will result in 5 course points being deducted for each absence from class that is unexcused (Again, you must attend the entire class period for your attendance to be counted, so be sure to sign in at the end of every class meeting.).

**Late Assignments**: Assignments and course requirements are due on specific dates as assigned by the instructor. These will be accepted after the due date; however, points will be deducted for those submitted after the due date.

**Academic Integrity**: Academic integrity is the pursuit of scholarly work free from fraud and deception and is an educational objective of this institution. TAMU Commerce has explicit rules and regulations governing academic dishonesty and academic misconduct, including plagiarism, copyright violations, and cheating. Each student is expected to read the Student's Guide Handbook. The minimum penalty for an act of academic dishonesty will be the assignment of a grade of a "0" (zero) on the exam or assignment or course requirement. The maximum penalty is expulsion from the University

## University Specific Procedures:

### ADA Statement

#### 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- Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

### 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*).

#### Anti-Discrimination Statement

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.

## COURSE OUTLINE / CALENDAR

ECE 358.51E students will receive Weekly Assignment sheets according to the overall progress and needs of the class. Please keep these close at hand and accessible for quick reference of assignments, chapter readings, due dates, and Chapter, Mid Term, and Final Assessment dates, Cooperative Learning Group Activities, etc.