ECE 358 Language Acquisition Development in Early Childhood Education
QEP Course Syllabus Spring 2019
Commerce Tuesdays & Thursdays 2:00pm-3:15pm

Course Description: This course 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.

Professor's Name:	J. Michelle Huffman, Ed.D.
Office Location:	Ed. South 222
Office Hours:	Tues. & Thurs. 8:00 am - 9:00 am and 11:00 am-2:00 pm By Appointment Monday & Wednesday
Contact Information:	Jana.Huffman@tamuc.edu Office: 903-886-5537 Office fax: 903-886-5581 **Cell: 903-285-5196 Preferred**

Preferred Form of Communication: Please email me anytime to ask general or specific questions about your particular work. You may text my cell phone anytime between 9am-7pm, Mon-Fri.
Communication Response Time: Expect to hear back from me within the next working day or two. Please ask again anytime I don't answer promptly or completely.
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 Textbook: Beaty, J. J., & Pratt, L. (2015). *Early literacy in preschool and kindergarten: A multicultural perspective* (4th ed.). Boston: Pearson. ISBN: 978-0-13-356330-6
Required eTexts:
NAEYC & IRA. (1998). *Learning to read and write: Developmentally appropriate practices for young children*.
www.naeyc.org/positionstatements/learning_readwrite
www.naeyc.org/files/naeyc/file/positions/PSREAD98.PDF
Texas Education Agency. (2009). *English Language Proficiency Standards (ELPS)*.
www.englishspanishteks.net/teachers/
Zero To Three: National Center for Infants, Toddlers and Families (2014). *Beyond the Word Gap: Language and Learning Develop in the Context of Early Relationships*. Washington, DC: Zero to Three. www.BeyondTheWordGap.org

Student Learning Outcomes

Quality Enhancement Plan (QEP) Learning Outcome (#2): Students will be able to apply knowledge of the interconnectedness of global dynamics. QEP A. explore first- and second-language acquisition theories QEP B. trace first- and second-language development in young children QEP C. examine the research related to first- and second-language development and education QEP F. demonstrate various materials and methodology for presentation of an integrated first- and second-language program

D. understand the rationale for the ECE language arts
E. identify the process of oracy and literacy development
G. develop a knowledge base of children's literature
H. assess techniques for integrating the language arts skills

Course Requirements

Technical Skills Needed
Check LeoMail daily.
Utilize gmail account to access
Use AdobeReader to access required digital files.
Create papers and presentations in MS Office, or Open Office, or Pages.
Communicate regularly and robustly with colleagues and peers through Discussion Boards.
Utilize the ePortfolio in myLeo to save the QEP artifact. Click the bolded link to access an **ePortfolio Quick Guide to Upload/Retrieve Artifacts** www.tamuc.edu/aboutUs/ier/qualityEnhancementPlan/documents/Artifact%20Upload%20and%20Retrieval%20in%20ePortfolio.pptx

Instructional Methods, Activities, and Assessments

1. **Professional Behaviors**: Attendance both online and at face to face meetings is required; regular, consistent participation is important. We do important things every week of class – don't miss. Excessive absences may prompt an administrative withdrawal. (5% of final grade)
   - **Read** textbook assignments, supplemental reading assignments, lecture notes, PowerPoint presentations, and resource links.
   - **Check Leo eMail** daily.
   - **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.
   - You will **self-evaluate your professional behaviors** weekly. Your grade on this Course Requirement will come from your weekly self-evaluation.

   Aligns with Student Learning Outcomes: F

2. **Quizzes & Exams:** Participate in 5 chapter quizzes and a final exam. (50% of final grade)
   Aligns with Student Learning Outcomes: QEP A-B
   Aligns with Student Learning Outcomes: C, D, E

3. Prepare and present five **phonological awareness** activities. (5% of final grade)
   Aligns with Student Learning Outcomes: QEP B, F

4. Prepare and present a storytelling **activity.** (5% of final grade)

Aligns with Student Learning Outcomes: F

5. Prepare a 10 card packet of thematic picture-label **vocabulary cards.** (5% of final grade)
   Aligns with Student Learning Outcomes: F

6. Create a Case Study of one child, preferably an English Language Learner. (5% of final grade)
   Aligns with Student Learning Outcomes: QEP B, E, F, H

7. Complete assigned modules from Children's Learning Institute ENGAGE platform that are related to early literacy and language development. (25% of final grade)
   Aligns with Student Learning Outcomes: A-H

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

University policies in syllabus template August 2016

TECHNOLOGY REQUIREMENTS

- To fully participate in online courses you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
    - 512 MB of RAM, 1 GB or more preferred
    - Broadband connection required courses are heavily video intensive
    - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- You must have a:
    - Sound card, which is usually integrated into your desktop or laptop computer
    - Speakers or headphones
    - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: www.java.com/en/download/manual.jsp

- Current anti-virus software must be installed and kept up to date.

- Run a Browser Check through the Pearson LearningStudio Technical Requirements website. http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset
  Running the browser check will ensure your internet browser is supported.
    - Pop-ups are allowed.
    - JavaScript is enabled.
    - Cookies are enabled.

  To launch a browser test within eCollege, click on the My Courses tab, and then select the Browser Test link under Support Services.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
    - Adobe Reader https://get.adobe.com/reader/
    - Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/
    - Adobe Shockwave Player https://get.adobe.com/shockwave/
    - Apple Quick Time http://www.apple.com/quicktime/download/

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

- Utilize the ePortfolio in myLeo to save the QEP artifact. Click the bolded link to access an **ePortfolio Quick Guide to Upload/Retrieve Artifacts** –

www.tamuc.edu/aboutUs/ier/qualityEnhancementPlan/documents/Artifact%20Upload%20and%20Retrieval%20in%20ePortfolio.pptx

- For additional information about system requirements, please see: System Requirements for LearningStudio https://secure.ecollege.com/tamuc/index.learn?action=technical

ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to myLeo and from the top menu ribbon select eCollege. Then on the upper left side of the screen click on the My Courses tab.
http://www.tamuc.edu/myleo.aspx
You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu**.**

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support for the use of Pearson LearningStudio. Technical assistance is available 24/7 (24 hours, 7 days a week). If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit Pearson 24/7 Customer Support Site http://247support.custhelp.com/

The student help desk may be reached in the following ways:

- **Chat Support:** Click on *'Live Support'* on the tool bar within your course to chat with a Pearson LearningStudio Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure must be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at 866-656-5511.
2. Students must file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and provide me with the helpdesk ticket number.
4. I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer and internet access problems are not a legitimate excuses for filing a ticket with the Pearson LearningStudio Help Desk. Only Pearson LearningStudio based problems are legitimate reasons to contact the Help Desk.

You strongly are encouraged to check for your internet browser compatibility **BEFORE** the course begins and take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform.

myLeo Support
Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at myLeo. https://leo.tamuc.edu

Learner Support
The One Stop Shop was created to serve you by providing as many resources as possible in one location. http://www.tamuc.edu/admissions/onestopshop/

The Academic Success Center provides academic resources to help you achieve academic success. http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/

FREE MobilE APPS
The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented. The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

PEARSON COURSES	**App Title:**	**iPhone – Pearson LearningStudio Courses for iPhone** **Android – LearningStudio Courses – Phone**
	Operating System:	**iPhone** - OS 6 and above **Android** – Jelly Bean, Kitkat, and Lollipop OS
	iPhone App URL:	https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8
	Android App URL:	https://play.google.com/store/apps/details?id=com.pearson.lsphone

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

- View titles/code/Instructor of all Courses enrolled in online
- View and respond to all discussions in individual Courses
- View Instructor Announcements in individual Courses
- View Graded items, Grades and comments in individual Courses
- Grade to Date
- View Events (assignments) and Calendar in individual Courses
- View Activity Feed for all courses
- View course filters on activities
- View link to Privacy Policy
- Ability to Sign out
- Send Feedback

LearningStudio Notifications
Students can be alerted to course activities via text on their mobile phones or up to two email addresses.

Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment without having to login to the course. Enrolled students will automatically receive email notifications for announcements and can opt out of this feature. To receive text notifications, students must opt in.
To begin setting up notifications, go into your course in LearningStudio and click on the bell-shaped Notifications icon on the main menu ribbon.

By default the student's university email address will appear. This cannot be changed in LearningStudio. Additional email addresses may be added by clicking the Add button. After all of the other selections are completed be sure to click the Save and Finish button.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

Preferred Form of Communication: Please email me anytime to ask general or specific questions about your particular work. You may text my cell phone anytime between 9am-7pm, Mon-Fri.

Communication Response Time: Expect to hear back from me within the next working day or two. Please ask again anytime I don't answer promptly or completely.

Communicate with me as needed. Use Jana.Huffman@tamuc.edu or my office phone 903-886-5537.

COURSE PROCEDURES/POLICIES

Course Specific Procedures/Policies

Attendance
Attendance online and face to face 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 or missing more than 20% of face to face classes) may prompt an administrative withdrawal.

Participation
This course builds cumulative knowledge and insight; you cannot pass the class by just completing assignments all at one time. You must follow along and contribute as chapters, units, and projects unfold throughout the semester.

Grading
A holistic grading approach is sought. Rather than a scorecard with points, students must account for their mastery of the course objectives, and thus their grade in the course. This is done through the use of the Professional Behavior Survey. You will **self-evaluate your professional behaviors** TWICE, once at the beginning, and again at the end of the course.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

UNIVERSITY PROCEDURES/POLICIES

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.
http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: Netiquette http://www.albion.com/netiquette/corerules.html

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.
http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:
Undergraduate Academic Dishonesty 13.99.99.R0.03
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf
Graduate Student Academic Dishonesty 13.99.99.R0.10
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf

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
Email: Rebecca.Tuerk@tamuc.edu
Website: Office of Student Disability Resources and Services
http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

Nondiscrimination Notice

Texas A&M University-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.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.
For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer. Web url:
www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

Campus Open Carry Statement

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Student Learner Outcomes linked with TEA teacher preparation competencies

A. To explore theories of language acquisition about native English speakers, and English Language Learners (**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 English language learners; **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)
B. 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)
C. To examine the research related to language and education (**TEA Competency 1.11k** current research on best pedagogical practices)
D. 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).
E. 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)

F. 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 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 and 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)

G. To develop a knowledge base of children's literature

H. 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. & 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;
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; and
3.16k situations in which teacher flexibility can enhance student learning.
3.2s use effective interpersonal skills (including both verbal and 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; and
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.