



ECE 358.51B Language Acquisition Development in ECE

QEP COURSE SYLLABUS: SPRING 2019

PROFESSOR INFORMATION

Professor: Josh Thompson, Ph.D.

Office Location: Ed South 217

Office Hours: by appointment, before and after class

Office Phone: 903-886-5537

Cell Phone: 214-663-6102

Office Fax: 903-886-5581

University Email Address: josh.thompson@tamuc.edu

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

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

Preferred Form of Communication: For general questions, I prefer you to post questions in Virtual Office. That way others may see our communication and they may benefit. Please email me anytime to ask a question about your particular work. You may call or text my cell phone anytime between 9am-9pm, Mon-Fri, or up until 3pm on Saturdays.

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.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook Required: 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:

CCIE. (2016). *Exchange Everyday*. Redmond, WA: Childcare Information Exchange.

Delivered five days a week containing news, success stories, solutions, trend reports, and much more. Enroll in *ExchangeEveryDay*, a daily electronic newsletter all about early childhood education. This will help you keep up-to-date with all things topical and pertinent in early childhood education. *ExchangeEveryDay* is the official electronic newsletter for ChildCareExchange.com. It will be delivered to you five days a week bringing news stories, success stories, solutions, trend reports, and much more. To subscribe to *ExchangeEveryDay*, a free daily e-newsletter, go to www.ccie.com/eed.

NAEYC & IRA. (1998). *Learning to read and write: Developmentally appropriate practices for young children*.

www.naeyc.org/positionstatements/learning_readwrite (.PDF)

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.zerotothree.org/resources/series/beyond-the-word-gap

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

Magruder, E.S., Hayslip, W.W., Espinosa, L.M., & Matera, C. (2015). Many Languages, One Teacher: Supporting Language and Literacy Development for Dual Language Learners. In Dombink-Gree, M, Bohart, H., & Nemeth, K. *Spotlight on Young Children: Supporting Dual Language Learners* (pp. 24-32). Washington, DC: National Association for the Education of Young Children.

[www.naeyc.org/books/spotlight on young children supporting dual language learners excerpt](http://www.naeyc.org/books/spotlight-on-young-children-supporting-dual-language-learners-excerpt)

Morrow, L.M., Strickland, D., & Woo, D. (1998). Creating a Framework for Literacy-Rich Environments. In Morrow, L.M., Strickland, D., & Woo, D. (eds.) *Literacy instruction in half- and whole-day kindergarten: Research to practice* (pp. 98-111). Newark, DE: International Reading Association.

<http://faculty.tamuc.edu/jthompson/Resources/LitRichEnviro.pdf>

Recommended Texts and/or Materials

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

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

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

Piper, Terry. (2012). *Making Meaning, Making Sense: Children's Early Language Learning*. San Diego, CA: Bridgepoint Education. ISBN: 978-1-62178-038-0.

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.

Student Learning Outcomes

This is a Global Learning Course aligned with the Quality Enhancement Plan (QEP) to *prepare students for an interconnected world*. In this course, we address 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

The syllabus/schedule are subject to change.

- D. understand the rationale for the ECE language arts
- E. identify the process of oracy and literacy development
- QEP F. demonstrate various materials and methodology for presentation of an integrated first- and second-language program
- 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 frequently, at least twice a week.
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](http://www.tamuc.edu/aboutUs/ier/qualityEnhancementPlan/documents/Artifact%20Upload%20and%20Retrieval%20in%20ePortfolio.pptx)**
www.tamuc.edu/aboutUs/ier/qualityEnhancementPlan/documents/Artifact%20Upload%20and%20Retrieval%20in%20ePortfolio.pptx

Instructional Methods

Class meets face to face f2f regularly in McKinney. Assigned readings must be completed before class. Lectures include powerpoint, videos of children and adults talking, hands-on materials, and handouts. Active participation in class discussion is expected from everyone. Class leadership is welcomed and encouraged; bring a song, a book or story, a game to play, or insights from the readings or field work with your case study participant. Online work in D2L is frequent, such as powerpoints, videos, web-quests, sorting through activities to choose appropriate ones for your tutoring project. Regular quizzes over the chapters in the textbook help deepen your knowledge of the course content. Timely completion of online discussions is required. Field work outside of class is necessary to complete the language case study of a young child between 2 years and 8 years of age, preferably an English language learner.

Student Responsibilities or Tips for Success in the Course

Successful students come to class prepared, on-time, and ready to engage and participate in active learning. Online work frequently requires extensive reading beyond the textbook. Plan to read about one-hour every week. Time in the field will vary, but should end up being about 5 to 10 hours total for 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.

The syllabus/schedule are subject to change.

Assessments

1. **Family Communication Flyer.** Use the Language and Communication resources <http://faculty.tamuc.edu/jthompson/Talk> throughout the course to create* a family-friendly invitation to robust language use with their young child. Reflect on the usability of this resource in your future life as an Early Childhood teacher. Participate in the Unit 5: Virtual Gallery Walk: Discussion (up to 10 points, 10% of your final grade).

Aligns with Student Learning Outcomes: F, H

2. Explore resources published on this webpage about Hand Work <http://faculty.tamuc.edu/jthompson/Hand>. Use these resources on how children use their hand to enhance their language development throughout the course. Prepare and present* 5 **activities to develop gross motor and fine motor hand work**. Reflect on the usability of this resource in your future life as an Early Childhood teacher. Participate in the Unit 5: Virtual Gallery Walk: Discussion (up to 10 points, 10% of your final grade).

Aligns with Student Learning Outcomes: F, H

3. Prepare and present* at least five **phonological awareness** activities (up to 10 points, 10% of your final grade). Post photos of your completed materials in Unit 5: Virtual Gallery Walk.

Aligns with Student Learning Outcomes: QEP B, F

4. Prepare and present* at least two **storytelling activities** (up to 10 points, 10% of your final grade). Post photos of your completed materials in Unit 5: Virtual Gallery Walk.

Aligns with Student Learning Outcomes: F

5. Prepare and present* at least two packets of thematic picture-label **vocabulary cards** (up to 10 points, 10% of your final grade). Post photos of your completed materials in Unit 5: Virtual Gallery Walk.

Aligns with Student Learning Outcomes: F

6. Develop an annotated **list of at least 50 children's books**, at least 10 books in each of 5 categories (up to 10 points, 10% of your final grade). Post your completed list in Unit 5: Virtual Gallery Walk.

Aligns with Student Learning Outcomes: G

7. Use the **Student Oral Language Observation Matrix (S.O.L.O.M.)** to assess the second language development of a young English Language Learner (ELL) <http://cal.org/twi/EvalToolkit/appendix/solom.pdf>. Reflect on the usability of this resource in your future life as an Early Childhood teacher. Participate in the Unit 5: Gallery Walk: Discussion. Post your reflection and professor's assessment in myLeo: ePortfolio (up to 10 points, 10% of your final grade).

Aligns with Student Learning Outcomes: QEP A, QEP B, QEP C, E, F

8. Create a **Case Study** of one child, preferably an English Language Learner (up to 20 points, 20% of your final grade). Post your completed Case Study in Unit 5: Virtual Gallery Walk.

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

9. Complete **chapter quizzes** over course content. (up to 10 points, 10% of your final grade).

Aligns with Student Learning Outcomes: QEP A-B

* Presentation of PA activities, vocab cards, storytelling, and reading demonstrations must be videotaped and uploaded to the course YouTube channel, and/or presented at one of the scheduled Gallery Walks. www.youtube.com/playlist?list=PLdOkAW2YSRXPu7YIe5P-zx320vLQzbLg6&jct=r3rizbXGuHrqj9YH98CEXpfDrwg.

Post photos of your completed materials in Unit 5: Virtual Gallery Walk.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

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.

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.

The syllabus/schedule are subject to change.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor. Office Phone: 903-886-5537, Cell Phone: 214-663-6102, Office Fax: 903-886-5581, University Email Address: Josh.Thompson@tamuc.edu.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here: <https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

Preferred Form of Communication: For general questions, I prefer you post your question in Virtual Office. That way others may see our communication and they may benefit. Please email me anytime to ask a question about your particular work. You may call or text my cell phone anytime between 9am-9pm, Mon-Fri, or up until 3pm on Saturdays.

Office Phone: 903-886-5537

Cell Phone: 214-663-6102

Office Fax: 903-886-5581

University Email Address: Josh.Thompson@tamuc.edu

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 Josh.Thompson@tamuc.edu or my office phone 903-886-5537 or cell phone 214-663-6102 (preferred).

Feedback on student work: Quizzes and online exams are auto-graded. Short answer questions require manual grading, as do all objects uploaded in assignments or online Gallery Walks. Generally, I catch up reviewing your work around the end of the month – please permit me two to three weeks to respond to your work with my feedback. If you don't hear from me within a month, please ask me to review your work again.

COURSE AND UNIVERSITY 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 3 hours a week logged in to D2L, or 10 days without logging into D2L, 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, discussions, 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.

The syllabus/schedule are subject to change.

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 Specific 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. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

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>

Students with Disabilities-- 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

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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 162

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

Fax (903) 468-8148

Email: studentdisabilityservices@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:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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.

ECE 358 Spring 2019 COURSE OUTLINE / CALENDAR

DATE	TOPIC	READING	ASSIGNMENT
Unit 1 <i>January</i> 15 17 22 24 29 31	Language Acquisition – how does it happen?	D2L: Unit 1 Magruder article Morrow article	Post Intro Learning Contract Professional Behavior Survey Unit 1: Discussion, Quiz
Unit 2 <i>February</i> 5 7 12 14 19 21 26 28	Multicultural Perspectives Language Emergence Early Language as Early Literacy	D2L: Unit 2 Beaty chaps 1-3 NAEYC (1998) <i>Learning to Read & Write</i> TEA <i>ELPS</i> Talk resources Hand resources	1Family piece 2Hand work 3Phonological Awareness Activities 8Case Study Intro Unit 2: Discussion, Quizzes
Unit 3 <i>March</i> 5 7 12 14 Break 26 28	Speak / Listen Music Art	D2L: Unit 3 Beaty chaps 4-6 Learner.org <i>Teaching Reading</i> workshop Books & genre resources	1 st Gallery Walk 4Storytelling Activities 5Vocabulary Cards 6Booklist Unit 3: Discussion, Quizzes
Unit 4 <i>April</i> 2 4 9 11 16 18 23 25 30	Integrating Language Everywhere! Writing & Reading at home and at school	D2L: Unit 4 Beaty chaps 7- 10	2 nd Gallery Walk Unit 4: Discussion, Quizzes
Unit 5 <i>May</i> 2 7 Final	Celebration of Learning	D2L: Unit 5	3 rd Gallery Walk 7S.O.L.O.M. 8Case Study Learning Contract & Professional Behavior Survey Post all assignments in U5 Participate in all Unit 5: Discussions All work due Tuesday, May 7, 2019 @ 8pm

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