



ECE 358.51E: Language Acquisition Development in Early Childhood Education COURSE SYLLABUS Spring 2019

INSTRUCTOR INFORMATION

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Communication Response: **24 hours except weekends and holidays**

COURSE INFORMATION

Materials: Textbooks, Readings, Supplementary Readings

Textbook (s) Required:

Morrow, Leslie Mandel. (1998). "Creating a Framework for Literacy-Rich Environments,"

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/

Texas Education Agency. (2017) . English Language Arts and Reading

Recommended Texts:

Morrow, Strickland, & Woo, *Literacy Instruction in Half- and Whole-Day Kindergarten: Research to Practice* (pp. 98-111). Newark, DE: International Reading Association. (Selected Readings)

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.

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

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

Course Description

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.

Student Learner Outcomes

1. To explore theories of language acquisition about native English speakers, and English Language Learners which include:
cultural and socioeconomic differences and the significance of these differences for instructional planning;
the benefits of and strategies for promoting student self-assessment;
adaptation of lessons to address students' varied backgrounds, skills, interests, and learning needs, including the needs of English language learners;
use effective approaches to address varied student learning needs and preferences;
plan instruction that motivates students to want to learn and achieve;
acknowledge and respect cultural and socioeconomic differences among students when planning instruction
2. To trace language development in young children which include:
the significance of the vertical alignment of content, including prerequisite knowledge and skills;
plan lessons that reflect an understanding of students' developmental characteristics and needs;
respect students' rights and dignity
3. To examine the research related to language development and education which includes:
current research on best pedagogical practices
the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills).
4. To identify the process of oracy and literacy development

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.

COURSE REQUIREMENTS

Professionalism and class work: 20 points

Learning Outcomes: 1 and 6

Assessment Method: This is a face-to face class; therefore, attendance is required; regular, consistent participation is important. Each class meeting is important. Handouts will be given. Excessive absences (missing more 3 class meetings) may lead to lowering your final grade. Attendance is recorded each week. Students are expected to participate for the entire class period. Students are responsible for reading the syllabus, all reading assignments and other materials that are assigned.

Article Summary: 25 points Due January 30, 2019

Read and summarize an article related to diversity and language. Article choices will be given in class. The summary should be two typewritten (10-12-point font) pages, written clearly. Grammar, spelling and cohesiveness are considered in the grade.

Aligns with Student Learning Outcomes: 1,2,3,4

Assessment Method: Rubric.

Learning Activity- 25 points Due February 27, 2019

Create an original student activity (center or game) that teaches phonological awareness, or phonics. The game will be shared in class and must align with K-2 TEKS.

Aligns with Student Learning Outcomes: 2,4

Assessment Method: Rubric and observation

Literature Fair and Book Presentation: 25 Points Due April 17, 2019

Read and create an annotated bibliography of 12 award winning children's books that addresses a Reading, Social Studies or Mathematics TEK and represents diversity. Bring the bibliography and 3 books to share with the class. The TEKS will be selected in class. Books must be award winning and recognized by Caldecott, Coretta Scott King, American Library Association, Theodore Seuss Geisel, Bluebonnet, Pura Belpre, Boston Globe Horn Book or National Jewish Book award.

Aligns with Student Learning Outcomes: 1,2, 3

Storytelling activities- 25 points Due May 1, 2019

Create one developmentally appropriate story that can be shared orally with children. Rhyme, poetry, images, artifacts or costumes may be included.

The story may be fiction or nonfiction. The story will be submitted in hard copy and performed for class members.

Aligns with Student Learning Outcomes: 1,2**Case Study : 40 points Due March 27, 2019**

Conduct a case study of one child ages 4-9 years old. Gather developmental, socio cultural, language and other data to gather insight into his language development and needs to further language development. Offer specific recommendations and activities for growth.

Aligns with Student Learning Outcomes: 1,2 and 4**Midterm Exam – 40 Points****Final Exam- 40 points**

An online midterm and final will be given provided online. The midterm and final may include, multiple choice, true/false and constructed response items. The midterm and final will cover class discussions (including videos), textbook and other assigned readings.

Learning Outcomes:1,5

Assessment Method: Formal assessment

Course Assignment and Points Summary

Assignment	Due Date	Total Points
Professional Behaviors		15
Article Summary	January 30, 2019	30
Phonological Awareness/Phonics Activities	February 27, 2019	30
Literature Fair	April 17, 2019	25
Storytelling Activities	May 1, 2019	30
Case Study	March 27, 2019	40
Midterm	March 6, 2019	40
Final	May 8, 2019	40
TOTAL		250

Grading:

A = 215-250

B = 180-214

C = 150-179

D =120-149

F = below 120

Minimal Technical Skills Needed

The following technical skills are required to be successful in this course:

Familiarity and use of Microsoft Office (Word and PowerPoint). Please see the technology requirements listed in this syllabus.

A computer lab is in the Bain Center and is available to students Monday-Friday between the hours of 8 am and 5 pm. The lab provides computers, internet access, and printers for student use.

Instructional Methods

Students will participate in class discussions, group projects and activities to explore language and literacy development. Students will participate in face-to-face and online experiences. Through class activities students will be able the development of language and literacy to instructional experiences that promote learning. Emphasis will be placed on addressing the needs of all learners through investigating a variety of diverse materials. Students will discover and observe appropriate practices through video clips, readings, instructor presentations and demonstrations.

The students will apply instructional concepts and content learned in online assessments. The assessments may include true/false, multiple choice, and constructed response items that are structured around scenarios and the application of concepts discussed.

Student Responsibilities or Tips for Success in the Course

Attendance is important because learning activities will occur during class time. Be punctual and prepared to stay for the entire class period. Absences will affect your professionalism points for this class. Please notify me if by email if you are absent. Participants are expected to be on time and to actively engage in discussions. Questions and discussions are encouraged while respecting the perspectives and views of all participants.

In the event of an emergency and a missed class, you are responsible for obtaining class materials /assignments/notes from one of your peers. Assignments that are due *may be emailed only*, with advance permission from me. If the assignment includes a presentation, points will be lost. See Texas A&M University Commerce handbook for university policy concerning attendance and excused absences.

Preparation is essential before class to productively participate in group activities. Each week the textbook and other materials should be read or viewed before class as indicated on the weekly outline.

Questions and discussions are encouraged while respecting the perspectives and views of all participants.

Participation and engagement enhance the learning experience for all, therefore, it is not appropriate to engage in any other activities (computer, cell phone, etc.) during class time.

Submission of assignments should be timely. Grading will be based upon the rubric which is discussed and available to students.

Written Assignments: All written assignments are to be typed double-spaced in a Times New Roman 12 pt. font with 1" margins and are expected to exhibit professional quality. You should demonstrate mastery of organizing, structuring, and editing (for all aspects of mechanics) in your writing. Excessive grammar, spelling, and vocabulary errors will result in a reduction of your score at the instructor's discretion.

Cell Phones: Please respect the instructor and your peers by turning off your cell phones upon entering our classroom, unless you have notified me at the beginning of class that you have a critical family situation about which you must be notified. This should constitute only emergencies.

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the

Device	Operating System	Browser	Supported Browser Version(s)
			latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- 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: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- 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/](https://get.adobe.com/reader/)
 - [Adobe Flash Player \(version 17 or later\) https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)
 - [Adobe Shockwave Player https://get.adobe.com/shockwave/](https://get.adobe.com/shockwave/)
 - [Apple Quick Time http://www.apple.com/quicktime/download/](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.

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.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the click on the words "click here" to submit an issue via email.



Live Chat or

System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

Interaction with Instructor Statement

Student assessment (online quizzes and tests) scores are available immediately. Students may email me to request consultation regarding assignments or grades. Responses to email will be within 24 hours (weekdays). Other assignments will be reviewed, graded and feedback will be given by the next course meeting.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Attendance/Lateness- Attendance is important. Learning activities will occur during class time. Be punctual and prepared to stay for the entire class period. Absences, lateness and leaving early will affect your professionalism points for this class. Please notify me if you anticipate an absence. Participants are expected to be on time and to actively engage in discussions. In the event of an emergency and a missed class, you are responsible for obtaining class materials /assignments/notes from one of your peers. See Texas A&M University Commerce handbook for university policy concerning attendance and excused absences.

Late Work- . Late assignments will not be accepted without my prior approval or a documented (medical/school related) excuse. *Approved late assignments may be subject to a 10-point grade deduction and must be turned in the next class session. IF you are absent you cannot make up the group/class work for credit.*

• **Missed Exams and Quizzes**—Exams and quizzes are offered electronically and are available for announced period. After the exam/quiz is closed, it is not available to be re-opened.

Extra Credit - Extra credit opportunities may be provided for all students. Individual assignments will not be given.

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: [Netiquette http://www.albion.com/netiquette/corerules.html](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 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 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 358.71b Language Acquisition
COURSE SCHEDULE
Tentative 1/16/2019**

DATE	TOPIC	READING	ASSIGNMENT
Jan.16	Foundations of Early Literacy Development	Morrow, chapter 1	
Jan. 23	Literacy, language and Diversity	Morrow chapter 3	
Jan. 30	Language and Vocabulary Development	Morrow chapter 4	Article summary activity
Feb. 6	Phonological Awareness (PA) and Phonics	Morrow Chapter 5	Case study plan due
Feb.13	Vocabulary Development Activities		
Feb. 20 Online	PA, Phonics and Vocabulary Materials for Young Children	Selected Readings	
Feb.27	Developing Comprehension	Morrow Chapter 6	PA, phonics, vocabulary activity due- Gallery Walk
Mar. 6	Language Arts Development- Writing, Spelling and Literacy	Morrow Chapter 7	Midterm Quiz
Mar.13 Online	Investigating Literacies	Morrow Chapter 8	
Mar. 20	Spring Break No Class		
Mar. 27	Literacy and Literature		Case Study Due
Apr. 3	Integrating Language and Literacy	TEA-English Language Proficiency Standards (TEKS)	
Apr.10	Literacy Across the Curriculum		
Apr.17	Assessment in Early Literacy	Morrow Chapter 2	Literature Fair and Book Presentation
Apr. 24	Organizing and Managing Literacy and Language	Morrow Chapter 9	
May 1	Family Literacy	Morrow Chapter 10	Storytelling Project Due
May 8	Final		

This syllabus/schedule is subject to revision or change.