



Course Syllabus for ECE 358, Fall, 2020

“GLB/Language Acquisition & Development in Early Childhood” (QEP Course)

Instructor: Dr. Linda E. St.Clair, Ed. D. (doctorate emphasis: Reading Education)
Office Location: (Online Learning; contact the instructor via university email below)
Office Hours: Available most Mondays through Fridays (9:00 AM-9:00 PM) via the university email and/or D2L Brightspace
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COURSE INFORMATION

Required Textbook: Otto, Beverly. *Language Development in Early Childhood Education* (5th edition).

ISBN: 9780134552620

Required Supplies: Course textbook and technology requirements for this fully online course.

Course Description: (3 semester hours)

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.

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;

7. **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)
8. To develop a knowledge base of children's literature
9. 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)

Quality Enhancement Plan (QEP) Student Learner Outcomes: TLW be able to apply knowledge of the interconnectedness of global dynamics, including the exploration of First/Second Language Acquisition Theories, Second Language Development in young children, examination of research into First/Second Language Development and education, and understanding the rationale for Early Childhood Language Arts.

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 the following Course Requirements and all chapters should be read and studied as assigned before each class meeting:

- **Complete the Mid-Term Exam and the Final Exam (worth: possible score of 200 on each exam; these are course requirements). (Align with Student Learner Outcomes: #2, #3, #8)**
- **Create 10 typed Language Development Activities which address General Education students, diverse ELL students, and Special Needs students; the typed activities should follow the template (worth: possible score of 100; this is a course requirement). (Align with Student Learner Outcomes: #1, #4, #6)**
- **Create a typed Micro-Teach Literacy Lesson Plan that includes a children's multicultural storybook selection, questions, Story Elements, and Reading Strategies to enhance comprehension according to the template: This Micro-Teach Lesson with a children's multicultural storybook, etc. should follow the template (worth: possible score of 100; this is a course requirement). (Aligns with Student Learner Outcomes: #5-#7)**
- **Typed Case Study of a Second Language Learner (worth: possible score of 100; this is a course requirement); this study should follow the template. (Aligns with Student Learner Outcomes: #1, #5)**
- **Online Video Discussion Activities (worth: possible score of 100 for each); these are course requirements. (Align with Student Learner Outcomes: #1-#9)**
- **Online Chapter Assignments (worth: possible score of 100 for each); these are course requirements (Align with Student Learner Outcomes: #1-#9)**

COURSE EVALUATION INFORMATION

Overall Grade Average of 90 or above = Course Grade of an A

Overall Grade Average of 80-89 = Course Grade of a B

Overall Grade Average of 70-79 = Course Grade of a C

Overall Grade Average of 60-69 = Course Grade of a D

Overall Grade Average below 60 = Course Grade of an F

(Score of 90 or above = A, Score of 80-89 = B, Score of 70-79 = C, Score of 60-69 = D, Score below 60 = F)

TECHNOLOGY REQUIREMENTS

The following information has been provided to assist you in preparing to use technology in your D2L Brightspace online learning ECE 358 course. The instructor may use all or some of the following technology methods during the course: You Tube educational videos, online resources, etc. The following technology is required to be successful in this course: myLeo university email, D2L Brightspace access, Internet connection of high speed (recommended) but not dial-up; Word Processor Microsoft Word 2003 or 2007; access to the TAMUC Library site.

Make sure your computer and/or laptop can access myLeo university email and D2L Brightspace to access your online learning course.

CHECK YOUR UNIVERSITY EMAIL DAILY FOR MESSAGES FROM THE INSTRUCTOR.

ACCESS AND NAVIGATION/COMMUNICATION/SUPPORT

- For technology problems, please contact Technology Services at 903.468.6000 or the University helpdesk@tamucommerce.edu

COURSE AND UNIVERSITY PROCEDURES/POLICIES

According to University rules, *students may be dropped from the class for excessive absences.* That will be considered for this course. Participants are expected to be present, on time, and to actively and consistently participate in ALL scheduled class discussions. Lack of participation will impact your grade, especially if you are on the borderline of a grade.

Classroom Etiquette: Each student is expected to be polite and engage in civil interactions and online discussions with all members of the class (Student's Guide Handbook, Policies, Procedures, Conduct, pages 67-73). All students are expected to conduct themselves in a professional manner at all times on our Texas A & M University-Commerce online D2L Brightspace course site. Discriminatory, rude, slang, cursing, and/or inappropriate language will not be tolerated in this class and students will be asked to drop the course.

Class Attendance Policy: Attend ALL scheduled online discussion meetings and submit all assignments and/or exams by the due date and time.

Late Assignments: Assignments, online discussions, and other course requirements are due on specific dates and times as assigned by the instructor. Thirty (30) points per day late will be deducted for those submitted after the due dates and times. Connection problems or computer or laptop problems are not excuses for late assignment submissions. Therefore, you will need backup resources to be able to complete your assignments online and on time, according to the specific due dates and times. The Mid-Term Exam and Final Exam WILL NOT BE ACCEPTED AFTER THE DUE DATES AND TIMES.

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

Requests for Special Accommodations: Requests from students with disabilities for reasonable accommodations must go through the Academic Support Committee. An individual instructor cannot decide to make accommodations for you without that Committee's approval.

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 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 students will receive a Tentative Weekly Assignment Schedule prior to the first online class meeting.

IMPORTANT INFORMATION

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 <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf> and/or consult your event organizer). 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 358.02W is a fully online course; however, if you will be on campus or if any of your other courses are face-to-face courses or a combination of face-to-face and web, you need to read the following important information:

“A&M-Commerce requires the use of face-coverings in all instructional and research classrooms/laboratories. Exceptions may be made by faculty where warranted. Faculty have management over their classrooms. Students not using face-coverings can be required to leave class. Repetitive refusal to comply can be reported to the Office of Students’ Rights and Responsibilities as a violation of the student Code of Conduct.”

“Students should not attend class when ill or after exposure to anyone with a communicable illness. Communicate such instances directly with your instructor. Faculty will work to support the student getting access to missed content or completing missed assignments.”