



# ECE 358.51W Language Acquisition Development in ECE

QEP COURSE SYLLABUS: Fall 2020 (Online)

## INSTRUCTOR INFORMATION

**Instructor:** Melanie Loewenstein, Ph.D.

Assistant Professor of ECE/Reading

**Office Location:** Online

**Office Hours:** M-F Online/T/Th TBA

**Preferred Form of Communication:** Email/Zoom Office Hours

**University Email Address:** Melanie.Loewenstein@tamuc.edu

**Communication Response Time:** 1 to 2 days

## COURSE INFORMATION

### Materials – Textbooks, Readings, Supplementary Readings

#### Textbook Required:

Otto B.(2018). *Language Development in Early Childhood Education* (5th ed.). NY: Pearson. ISBN-13: 978-0134552620 ISBN-10: 0134552628

### Course Description

This course explores the first and second language acquisition and development of children from birth to sixth grade. Students will examine the components of oral, written and academic language that benefit from and promote early literacy development. Special emphasis is given to the teacher's role in supporting language development, in planning developmentally and culturally appropriate learning experiences and in partnering with parents to foster language and early literacy development. This course will address essential topics such as phonological awareness, authentic language assessment, data driven instruction and intervention, concepts of print, emergent writing development, and alphabetic principle.

### 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 1. explore first- and second-language acquisition theories

QEP 2. trace first- and second-language development in young children

QEP 3. examine the research related to first- and second-language development and education

***Student Learning Outcomes (Based on Science of Teaching Reading, ECE-LA Core and edTPA)***

- *Demonstrate* knowledge of English language proficiency levels (ELPS Standards) and concepts related to second language acquisition.
- Learn and apply strategies for working with culturally and linguistically diverse families.
- Demonstrate knowledge of culturally responsive classroom experiences that recognize and build on students' home language differences and distinctions.
- Demonstrate knowledge of emergent print awareness, emergent writing concepts and the instructional strategies that support them.
- Demonstrate knowledge of creating interactive and supportive oral language building learning experiences for young children.
- Demonstrate knowledge of phonological awareness concepts, the sequential levels of phonological awareness and various phonological awareness activities that support early literacy development.
- Administer a phonological awareness assessment, analyze, interpret and create a data driven learning experience for young children.
- Analyze phonological awareness class data and create differentiated group learning experiences based on the data.
- Understand components of academic language and demonstrate knowledge of creating interactive and supportive academic language building learning experiences for young children.
- Demonstrate knowledge of oral and academic sentence structures and administer and/or interpret the results of sentence structure assessments

## **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 PDF.**

Communicate regularly and robustly with colleagues and peers through Discussion Boards.

*The syllabus/schedule are subject to change.*

## 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](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](mailto: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

If you have any questions or are having difficulties with the course material, please contact your Instructor. Email Address: [Melanie.Loewenstein@tamuc.edu](mailto:Melanie.Loewenstein@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: Please email me anytime to ask a question about your particular work.
- University Email Address: **Melanie.Loewenstein@tamuc.edu**

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- 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.
- Feedback on student work: Quizzes and online exams are auto-graded. Short answer questions require manual grading, as do all assignments uploaded into D2L. Please permit me two weeks to respond to your work with my feedback. If you don't hear from me within three weeks, please ask me to review your work again.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific Procedures/Policies**

#### **Online Course Information Only**

##### ***Asynchronous and Synchronous Classes***

The majority of the learning will be asynchronous to ensure that students have flexibility in their learning. However, there will be some prescheduled virtual lectures, cooperative learning experiences and virtual workdays to better assist students in completing major assignments.

##### ***Attendance***

- Success in this course is dependent on your active participation and engagement throughout the course. As such, students are required to complete all assignments by the due date, and to actively participate in online class discussions.
- Excessive absences (less than 3 hours a week logged in to D2L) or 10 days without logging into D2L, may prompt an administrative withdrawal.

##### ***Video***

- **During virtual learning, turn on your video when possible.** It is helpful to be able to see each other, just as in an in-person class.
- **Exceptions.** If you have limited internet bandwidth or no webcam, it is ok to not use video.
  - If you're unable to find an environment without a lot of visual distractions, it is also ok to turn off your video.
- **Keep it clean.** Don't share anything you wouldn't put up on the projector in class.

##### ***Audio***

- **Mute your microphone when you are not talking.** This helps eliminate background noise.

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- **Use a headset when possible.** If you own headphones with a microphone, please use them. This improves audio quality.
- **Be in a quiet place when possible.** Find a quiet, distraction-free spot to log in. Turn off any music, videos, etc. in the background.

### **Chat/Discussion/Virtual Breakout Rooms**

**Stay on topic.** Use the chat window for questions and comments that are relevant to class. The chat window is not a place for socializing or posting comments that distract from the course activities. If you fill it up with random comments, I will be unable to sort through the information quickly to address students' real questions/concerns about the course.

**Work cooperatively** to complete virtual small group and discussion tasks. Be present and purposefully engaged.

**No disrespect or hate speech.** Just like in our in-person class, respectful behavior is expected. Consider Zoom/YouSeeU a professional environment, and act like you're at a job interview, even when you're typing in the chat or completing a discussion thread.

**Professionalism.** Professionalism as a student and future educator is expected. Your professionalism during this course influences your participation grade and any group assignments that you may complete. You will often be required to self-assess your attempts at completing an individual or small group assignment. Your small group members may assess you as well.

Professionalism is defined in the following ways:

- (a) consistent class attendance,
- (b) paying attention,
- (c) participating actively, respectfully and constructively
- (d) being responsible and prepared,
- (e) being an **equal** partner in group work,
- (f) showing enthusiasm and interest in being a teacher (see Field-Based Teacher Education Program Handbook and Professional Behavioral Standards Evaluation Form),
- (g) following the tenets of common decency and acceptable behavior. Code of student conduct can be found under discipline in the student's guidebook.

**Written Assignments:** All written assignments are expected to exhibit professional quality. You should demonstrate mastery of organizing, structuring, and editing in your writing. Letters/materials written by you as a professional and sent to parents/administrators **MUST BE PERFECT**. Begin that practice now! Therefore, if you need extra help, the Writing Center can assist you. See

<http://web.tamuc.edu/academics/colleges/artsSciences/departments/literatureLanguages/>

- a. Written Assignments should be:
  - \*double spaced
  - \*1" top and left side margins, 1" bottom and right side margins
  - \*12 point font size

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- \*revised for clarity and meaning
- \*edited for accuracy in grammar and mechanics
- \*saved on a flash drive or copied on paper for your records

**Academic Integrity/Honest Statement:** This course demands a high level of scholarly behavior and academic honesty on the part of students. Examples of academic dishonesty include but are not limited to: (1) turning in work as original that was used in whole or part for another course and/or instructor without obtaining permission from this instructor in advance; (2) turning in another person's work, in part or in whole, as your own; (3) copying from professional works without citing them; and (4) any form of cheating on exams. Violations of academic integrity/honesty while carrying out academic assignments may, at the discretion of the instructor, receive a zero on the particular work in question, receive an *F* in the course, or will be brought before a higher level of governance for possible dismissal from the university.

### **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**

**Assignment Policy:** All assignments are due on the date they are assigned which can be found in the Course Calendar, unless otherwise approved by the instructor. Contact the instructor as soon as possible regarding the need for assignment extensions. Assignments will be submitted through D2L in the appropriate links and **must be** in .doc or .docx format (Word or PDF). **All assignments that are late will have points deducted, up to 30 pts.** Late means they are not submitted by the calendar/D2L deadline. **Late assignments may not be turned in or submitted more than three days beyond the due date.** You are a professional and must present yourself in a way to show responsibility.

### **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>

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

## **COVID-19 Specific Procedures/Policies**

### ***Face Coverings***

***“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. “***

### ***Illness and Attendance***

***“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.”***

## **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 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:

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## **Office of Student Disability Resources and Services**

Texas A&M University-Commerce

Gege Library- Room 162

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

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

### **Department Statement:**

The Department of Curriculum and Instruction believes that students with dyslexia and other language disorders deserve the right to proper identification and educational intervention. These students should have access to evidenced-based instruction that meets their educational needs. To that end, the Department of Curriculum and Instruction prepares teachers to identify, assess, and provide multisensory instruction for students with these difficulties. Consistent with the Americans with Disabilities Act (1990) and Texas Law (38.003 Screening and Treatment for Dyslexia and Related Disorders, §74.28. Students with Dyslexia and Related Disorders) the Department of Curriculum and Instruction supports the learning and teaching of instruction that assists all students including those with dyslexia and other language disorders.

### **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/rulesProcedure/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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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 Language Acquisitions and Development in Early Childhood

### *Major Course Assignments*

Activities	Assignment	State of Texas Learning Competencies
<b>Small Group Discussion Language and Class Introduction Discussion</b>	100 pts.	
<b>11 Online Chapter Quizzes (Open Book)</b>	100 pts. each	
<b>Differentiating Across ELL Language Proficiency Levels Assignment</b> (Beginning, Intermediate, Advanced, High Advanced) <b>Focus: ELL Students</b>	100 pts.	Demonstrate knowledge of the characteristic features of the four English language proficiency levels as described in the Texas English Language Proficiency Standards (ELPS) (i.e., beginning, intermediate, advanced, and high advanced) in order to plan appropriate language and literacy instruction for English learners.
<b>Culturally &amp; Linguistically Diverse Families: Encouraging Home -School Connections Assignment</b> (Small Group Presentation) <b>Focus: Diverse Families</b>	100 pts.	Demonstrate knowledge of basic concepts related to second-language acquisition as described in the Texas Prekindergarten Guidelines and the TEKS for ELAR (Kindergarten through Grade 5) (e.g., recognizing that general education teachers have a shared responsibility in promoting English learners' English language development, that an English learner's English language proficiency level does not relate to the student's grade level, that beginning-level English learners may experience a "silent period" during which they are listening actively without producing oral language, that English learners acquire a new language best when they are provided with multiple, incremental opportunities to expand and extend their English language skills as they build on their strengths in the home language).  Plan culturally responsive classroom experiences that recognize and build on students' home language differences and distinctions.
<b>Supporting Developmental Oral Language Functions Assignment</b> <b>Content Area Thematic Unit Assignment</b> Content Area Thematic Unit <b>Focus: Preschool</b>	100 pts.	Demonstrate knowledge of the continuum of oral language development as described in the Texas Prekindergarten Guidelines and the TEKS for ELAR (Kindergarten through Grade 5), including basic stages of oral language development; characteristic features of children's oral language at different stages of development; and the importance of providing young children with frequent, repeated, incremental exposures to and opportunities to use new academic language structures in meaningful contexts, including providing opportunities for low-risk oral language rehearsal.
<b>Phonological Awareness Continuum Activities/Lessons Assignment</b> <b>Focus: Pre-K-2</b>	100 pts.	Demonstrate knowledge of the phonological awareness continuum as described in the Texas Prekindergarten Guidelines and the TEKS for ELAR (Kindergarten through Grade 5) and apply knowledge of the phonological awareness continuum in order to plan and deliver instruction that is systematic and sequential.
<b>Administering and Reflecting on Phonological Awareness Student Data Assignment</b> <b>Focus: Pre-K-2</b>	100 pts.	Demonstrate knowledge of research-based strategies and best practices for promoting young children's development of phonological awareness skills.  Demonstrate ability to accurately interpret the results of ongoing assessments in phonological and phonemic awareness and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions.

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<p><b>Analyzing Phonological Awareness Class Data Set &amp; Creating A Differentiated Instruction Plan</b> <i>Focus: Pre-K-2</i></p>	100 pts.	<p>Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in phonological and phonemic awareness skills in order to address the assessed needs of all students.</p>
<p><b>Academic Language Demands &amp; Supports Lesson Segment (Part I &amp; Part II)</b> <i>Focus: Primary Grades K-6 (FINAL)</i></p>	200 pts.	<p>Demonstrate knowledge of the interrelationships between oral language and literacy development and various ways in which oral language provides a critical foundation for reading skills and comprehension development, particularly for young children at the emergent and beginning stages of reading development, including factors that affect oral language development (e.g., familial, cultural, educational, socioeconomic, linguistic, and developmental characteristics).</p> <p>Demonstrate knowledge of the distinctions between various <b>tiers of vocabulary</b> (Tier One—everyday, Tier Two—general academic, and Tier Three—discipline-specific) and the importance of explicitly teaching all students new Tier Two and Tier Three words that are key to understanding a new concept or comprehending a new text, while also identifying any relevant Tier One words with which students may be unfamiliar and explicitly teaching these words.</p>

## GRADING

Final grades in this course will be based on the following scale:

- A = 90%-100%**
- B = 80%-89%**
- C = 70%-79%**
- D = 60%-69%**
- F = 59% or Below**

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