# ECE 358: Language Acquisition Development in Early Childhood Education
## Spring 2016

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**Course Description:** This course explores children's language and linguistic development, with special emphasis given to the nature and function of language, theories of language acquisition, language and cognition, developmental stages in learning to talk, dialectical differences, and partnering with parents to foster language and literacy development.

**Goals of the Course:** This course surveys the literature on language in relation to children's linguistic development in first and second language. Special emphasis will be given to such topics as the nature and function of language, theories of language acquisition, English Language Learners, language and cognition, and developmental stage of language and learning to read.

**Required Texts:**
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

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/

**Required Readings, as provided by the professor. For example:**
Morrow, Leslie Mandel. (1998). "Creating a Framework for Literacy-Rich Environments," in Morrow, Strickland, & Woo, *Literacy Instruction in Half- and Whole-Day Kindergarten: Research to Practice* (pp. 98-111). Newark, DE: International Reading Association.

**Recommended Texts:**
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.

**Student Learner Outcomes:**
A. To explore theories of language acquisition about native English speakers, and English Language Learners (**TEA Competencies 1.5k** cultural and socioeconomic differences and the significance of these differences for instructional planning; **1.29k** the benefits of and strategies for promoting student self-assessment; **1.2s** adapt lessons to address students' varied backgrounds, skills, interests, and learning needs, including the needs of English language learners; **1.3s** use effective approaches to address varied student learning needs and preferences; **1.4s** plan instruction that motivates students to want to learn and achieve; **1.5s** acknowledge and respect cultural and socioeconomic differences among students when planning instruction)
B. To trace language development in young children (**TEA Competencies 1.9k** the significance of the vertical alignment of content, including prerequisite knowledge and skills; **1.1s** plan lessons that reflect an understanding of students' developmental characteristics and needs; **2.21s** respect students' rights and dignity)
C. To examine the research related to language and education (**TEA Competency 1.11k** current research on best pedagogical practices)
D. To understand the rationale for ECE language arts (**TEA Competency 1.7k** the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills).
E. To identify the process of oracy and literacy development (**TEA Competencies 3.1k** the importance of clear, accurate communication in the teaching and learning process; **3.2k** principles and strategies for communicating effectively in varied teaching and learning contexts; **3.3k** spoken and written language that is appropriate to students' age, interests, and background; **3.4k** skills and strategies for engaging in skilled questioning and leading effective student discussions; **3.5k** criteria for selecting appropriate instructional activities and assignments for students with varied characteristics and needs; **3.6k** how to present content to students in relevant and meaningful ways; **3.7k** the use of instructional materials, resources, and technologies that are appropriate and engaging for students in varied learning situations; **3.8k** the importance of promoting students' intellectual involvement with content and their active development of understanding)
F. To demonstrate various materials and methodology for presentation of an integrated language program (**TEA Competencies 1.10s** plan instruction that makes connections

within the discipline and across disciplines; **1.11s** use a variety of pedagogical techniques to convey information and teach skills; **2.4s** communicate to all students the importance of instructional content and the expectation of high-quality work; **3.14k** how to use constructive feedback to guide each student's learning. **3.15k** the significance of teacher flexibility and responsiveness in the teaching/ learning process; **3.16k** situations in which teacher flexibility can enhance student learning; **3.2s** use effective interpersonal skills (including both verbal and nonverbal skills) to reach students and communicate the teacher's commitment to students; **3.3s** use spoken and written language that is appropriate to students' ages, interests, and backgrounds; **3.4s** use effective communication techniques, including questioning and discussion techniques, to foster active student inquiry, higher-order thinking, problem solving, and productive, supportive interactions; **3.5s** use carefully framed questions to enable students to reflect on their understanding of content and to consider new possibilities; **3.11s** use flexible grouping to promote productive student interactions and enhance learning; **3.13s** engage students intellectually by teaching meaningful content in ways that promote all students' active and invested participation in the learning process; and **3.14s** encourage students' self-motivation and active engagement in learning; **3.15s** use appropriate language and formats to provide each student with timely feedback that is accurate, constructive, substantive, and specific; **3.16s** promote students' ability to use feedback to guide and enhance their learning; and **3.17s** base feedback on high expectations for student learning)

G. To develop a knowledge base of children's literature
H. To assess techniques for integrating the language arts skills (**TEA Competency 2.7s** organize and manage groups to ensure that students work together cooperatively and productively)

**TEA Standards I-IV. Domains I-IV. Competencies:**

**Standard I. Domain I. & Domain III**. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

**1.5k** cultural and socioeconomic differences and the significance of these differences for instructional planning; and

**1.7k** the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS);

**1.29k** the benefits of and strategies for promoting student self-assessment;

**1.2s** adapt lessons to address students' varied backgrounds, skills, interests, and learning needs, including the needs of English language learners;

**1.3s** use effective approaches to address varied student learning needs and preferences

**1.4s** plan instruction that motivates students to want to learn and achieve; and

**1.5s** acknowledge and respect cultural and socioeconomic differences among students when planning instruction

**1.10s** plan instruction that makes connections within the discipline and across disciplines; and

**1.11s** use a variety of pedagogical techniques to convey information and teach skills.

**Standard II. Domain II**. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

**2.4s** communicate to all students the importance of instructional content and the expectation of high-quality work; and

**2.7s** organize and manage groups to ensure that students work together cooperatively and productively;

**2.21s** respect students' rights and dignity.

**Standard III. Domain III**. The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

**3.1k** the importance of clear, accurate communication in the teaching and learning process;

**3.2k** principles and strategies for communicating effectively in varied teaching and learning contexts;

**3.3k** spoken and written language that is appropriate to students' age, interests, and background; and

**3.4k** skills and strategies for engaging in skilled questioning and leading effective student discussions

**3.5k** criteria for selecting appropriate instructional activities and assignments for students with varied characteristics and needs;

**3.6k** how to present content to students in relevant and meaningful ways

**3.7k** the use of instructional materials, resources, and technologies that are appropriate and engaging for students in varied learning situations;

**3.8k** the importance of promoting students' intellectual involvement with content and their active development of understanding;

**3.9k** strategies and techniques for using instructional groupings to promote student learning;

**3.10k** different types of motivation, factors affecting student motivation, and effective motivational strategies in varied learning contexts; and

**3.11k** techniques for structuring and pacing lessons in ways that promote student engagement and learning.

**3.14k** how to use constructive feedback to guide each student's learning.

**3.15k** the significance of teacher flexibility and responsiveness in the teaching/ learning process; and

**3.16k** situations in which teacher flexibility can enhance student learning.

**3.2s** use effective interpersonal skills (including both verbal and nonverbal skills) to reach students and communicate the teacher's commitment to students;

**3.3s** use spoken and written language that is appropriate to students' ages, interests, and backgrounds;

**3.4s** use effective communication techniques, including questioning and discussion techniques, to foster active student inquiry, higher-order thinking, problem solving, and productive, supportive interactions;

**3.5s** use carefully framed questions to enable students to reflect on their understanding of content and to consider new possibilities; and

**3.11s** use flexible grouping to promote productive student interactions and enhance learning;

**3.13s** engage students intellectually by teaching meaningful content in ways that promote all students' active and invested participation in the learning process; and

**3.14s** encourage students' self-motivation and active engagement in learning.

**3.15s** use appropriate language and formats to provide each student with timely feedback that is accurate, constructive, substantive, and specific;

**3.16s** promote students' ability to use feedback to guide and enhance their learning; and

**3.17s** base feedback on high expectations for student learning.

**Course Requirements:**

1. **Chapter Presentations/Review: 5%**
   Students will present chapter presentations which will cover the material for a designated chapter and include a video for the class in googledocs using (PowerPoint, Prezi, Googleslides, etc.) and include a peer review of material and a reflection.

2. **Professional Behaviors**: **10%**
   Attendance to face to face meetings is required; regular, consistent participation is important both in class and online using Edmodo and Kidblog. We do important things every week of class – don't miss it. Excessive absences may prompt an administrative withdrawal.
   ○ **Read** textbook assignments using Strategy provided, supplemental reading assignments, lecture notes, PowerPoint presentations, and resource links.
   ○ **Check Email and Edmodo** frequently, at least twice a week.
   ○ **Discussions:** Participate in class discussions
   ○ **Blogs**
   ○ **Peer Reviews**
   ○ **Collaborative Group Work**
   **Aligns with Student Learning Outcomes: F**

3. **Professional Development: 5%**
   Enroll in one grade level of **Online Teacher Reading Academies**, available at www.texasReadSource.org
   **Aligns with Student Learning Outcomes: F, H**

4. **Phonological Awareness Activities: 10%**
   Prepare and present* at least five **phonological awareness** activities
   **Aligns with Student Learning Outcomes:** B, F

5. **Storytelling Activities: 10%**
   Prepare and present* two storytelling activities
   **Aligns with Student Learning Outcomes:** F

6. **Annotated Bibliography: 20%**

Develop an annotated **list of 50 children's books,** 10 books in each of 5 categories (up to 10 points, 10% of your final grade).
**Aligns with Student Learning Outcomes:** G

7. **Case Study: 30%**
   Create a Case Study of one child, preferably an English Language Learner
**Aligns with Student Learning Outcomes:** B, E, F, H

8. **Exams:  10%**
   Complete three exams over course content.
   a. Exam I – Explore language acquisition theories and trace language development in young children.
**Aligns with Student Learning Outcomes:** A-B

   b. Exam II – Identify the process of oracy and literacy development.
**Aligns with Student Learning Outcomes:** E

   c. Exam III Examine research related to language and education, and understand the rationale for ECE language arts.
**Aligns with Student Learning Outcomes:** C, D

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

## TECHNOLOGY REQUIREMENTS

*The following technology is required for success in this course.*
   *- Internet access/connection – high speed recommended (not dial-up)*
   *- Headset/Microphone/Webcam (especially for ClassLive synchronous sessions)*
   *- Word Processor (i.e. MS Word or Word Perfect) save all files in Rich Text Format .rft*

*Additionally, the following hardware and software are necessary to use eCollege:*
*Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.x, 7.x, or 8.x). Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.x) on both Windows and Mac operating systems.*

## ACCESS AND NAVIGATION

*This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to https://leo.tamuc.edu. You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or*

*helpdesk@tamuc.edu.* If at any time you experience technical problems (e.g., you can't log in to the course, you can't see certain material, etc.) please contact the eCollege HelpDesk, available 24 hours a day, seven days a week. The HelpDesk can be reached by sending an email to helpdesk@online.tamuc.org or by calling 1-866-656-5511.

## COMMUNICATION AND SUPPORT

**Interaction with Instructor Statement:**
Communicate with me as needed. Use Tammy.Schwartz@tamuc.edu, or my office phone 903-875-7653 or cell phone 903-880-3864. I typically respond within the next business day.

### *eCollege Student Technical Support* (*QM 6.6, 7.1*)
Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

> **Chat Support:** Click on *'Live Support'* on the tool bar within your course to chat with an eCollege Representative.
> **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
> **Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
> **Help:** Click on the *'Help'* button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions, etc.)

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

**Course Specific Procedures:**
*Attendance*
Attendance online is expected; regular, consistent participation is important. We do important things every week of class – don't miss it. Excessive absences (less than 5 hours a week logged in to eCollege, or 10 days without logging into eCollege) may prompt an administrative withdrawal.

**University Specific Procedures:**
*Academic Honesty Policy*
Texas A&M University-Commerce does not tolerate **plagiarism** and other forms of academic **dishonesty**. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

We suggest these web resources to students for reference regarding what constitutes plagiarism and how to avoid it: www.plagiarism.org or www.unc.edu/depts/wcweb/handouts/plagiarism.html or www.indiana.edu/~wts/pamphlets/plagiarism.shtml
Disciplinary action for these offenses may include any combination of the following:

1. Point deduction on an assignment.

2. Failure for an assignment.

3. A grade of zero for an assignment.

4. Failure for the course.

5. Referral to the Academic Integrity Committee or department head for further action.

6. Referral to the Dean of the College of Education and Human Services as appropriate.

7. Referral to the University Discipline Committee.

8. Communication of student's behavior to the Teacher Certification Office and/or Dean of the College of Education as constituting a reason to bar student from entering into or continuing in a teacher certification program. Procedures, A 13.04, 13.12, 13.31, and 13.32

*Drop a Course www.tamuc.edu/home/registrar/dropadd.asp*
Students who wish to drop a course are responsible for initiating this action. Students may drop a class with a full refund (if remaining enrolled) until the census day of the particular term. Census date is the 12th University class day of Fall or Spring, 4th university class day of summer or 2nd university class day of a mini term. After census date, eligible students may use their MyLeo to process drops online. The student must obtain approval from the department/instructor to drop after census date.

*Administrative Withdrawal*
*www.tamuc.edu/admissions/registrar/generalInformation/dropAdd.aspx*
It is the prerogative of the faculty to drop students from courses in which they have accrued excessive absences as defined in the course syllabus. In such cases, faculty members recommend through the department head to the appropriate college dean that a student be dropped from a class. The faculty member will document absences and will make a reasonable effort to communicate with the student prior to recommending the drop. If approved, the college dean will forward the recommendation to the Registrar's Office.

*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 132**
**Phone (903) 886-5150 or (903) 886-5835**
**Fax (903) 468-8148**
StudentDisabilityServices@tamc.edu
www.tamuc.edu/studentLife/campusServices/studentDisabilityResourcesAndServices

*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 Guidebook* www.tamuc.edu/CampusLife/documents/studentGuidebook.pdf).

*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.