



## **ECE 358.51E: Language Acquisition Development in Early Childhood Education Fall 2016**

**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.

**Professor's Name:** Michele Anderson  
**Office Hours:** by appointment  
**Contact Information:** [Michele.Goady@tamuc.edu](mailto:Michele.Goady@tamuc.edu)  
Phone: 202-270-6561

**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 (7<sup>th</sup> 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](http://www.naeyc.org/positionstatements/learning_readwrite)  
[www.naeyc.org/files/naeyc/file/positions/PSREAD98.PDF](http://www.naeyc.org/files/naeyc/file/positions/PSREAD98.PDF)

Texas Education Agency. (2009). *English Language Proficiency Standards (ELPS)*.  
[www.englishspanishteks.net/teachers/](http://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.

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](http://www.BeyondTheWordGap.org)

### 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 Assignments and Requirements:**

- Professional Behaviors:** Monitor your own progress; a self-evaluation will be required. This is a face-to face class, therefore attendance is required; regular, consistent participation is important. We do important things every week of class – don't miss it. Excessive absences (missing more than 20% of meetings) may prompt an administrative withdrawal.
  - **Read** textbook assignments, supplemental reading assignments, lecture notes, PowerPoint presentations, and resource links.
  - **Check Leo eMail** frequently, at least twice a week.
  - **Discussions:** Participate in class discussions, whole class or small groups.
  - Your grade on this course requirement will come from your self-evaluation and class discussion report forms (up to 10 points, 10% of your final grade).

**Aligns with Student Learning Outcomes: H, F**

- Complete a **checklist of daily vocabulary instruction** activities, based on research found in appropriate journals and recommended texts (up to 10 points, 10% of your final grade).

**Aligns with Student Learning Outcomes: B, F, H**

- Prepare and present two student activities (center or game) that target **phonological awareness, or phonics** (up to 10 points, 10% of your final grade).

**Aligns with Student Learning Outcomes: B, F**

- Prepare and present two **storytelling activities** (up to 10 points, 10% of your final grade).

**Aligns with Student Learning Outcomes: A, F**

- Create a children's book using the rubric provided (up to 20 points, 20% of your final grade). Books will be shared in class.

**Aligns with Student Learning Outcomes: G, F**

6. Create a Case Study of one child, preferably an English Language Learner (up to 30 points, 30% of your final grade).

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

7. Complete two exams over course content (up to 10 points each 20% of your final grade).
- Exam I – Explore language acquisition theories and trace language development in young children including the recognition of diversity.
  - Exam II – Identify the process of oracy, literacy development and its relationship to ECE language arts.

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

### Course Assignment and Points Summary

Assignment	Due Date	Total Possible Points
Professional Behaviors	December 5	10
Vocabulary Checklist	September 19	10
Phonological Awareness/Phonics Activities	October 3	10
Storytelling Activities	November 14	10
Children's Book	October 31	20
Case Study	November 28	20
Exam 1	October 21	10
Exam 2	December 8	10
<b>TOTAL</b>		<b>100</b>

**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
- Adobe Reader
- Adobe Flash
- Adobe Shockwave Player or QuickTime Player
- Java

*Additionally, the following hardware and software are necessary to use Pearson Learning Studio (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. 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 on both Windows and Mac operating systems.*

*It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login in to eCollege, click on the 'myCourses' tab, and then select the "Browser Test" link under*

Support Services. <http://browsertuneup.pearsoncmg.com/mastering-a/>. Follow the operating system guidelines published here <https://secure.college.com/tamuc/index.learn?action=technical>.

## ACCESS AND NAVIGATION

This course will be facilitated using Pearson Learning Studio (eCollege), the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to <https://leo.tamuc.edu/login.aspx>. Use 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](mailto:helpdesk@tamuc.edu).

## COMMUNICATION AND SUPPORT

### **Interaction with Instructor Statement:**

Communicate with me as needed. I can be reached by email [Michele.Goady@tamuc.edu](mailto:Michele.Goady@tamuc.edu) or cell phone 202-270-6561. Please leave a detailed message that includes a call-back number. I generally respond within the next business day.

### **Pearson Learning Studio 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](mailto: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*

Class attendance (face to face) is expected; regular, consistent participation is important. Attendance and participation is counted in your grade. Each class is important. You are responsible for gathering missed handouts or information. Excessive absences (missing more than 20% of face to face classes) 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: <http://www.plagiarism.org/> or <http://writingcenter.unc.edu/handouts/plagiarism> or <http://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* <https://www.tamuc.edu/admissions/oneStopShop/registrar/forms/default.aspx>

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* <https://www.tamuc.edu/admissions/oneStopShop/registrar/forms/default.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@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)  
[Student Disability Resources & Services](#)

*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*).

*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.

## Campus Concealed Carry

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 Language Acquisition  
COURSE SCHEDULE  
Tentative 8/29/2016**

<b>DATE</b>	<b>TOPIC</b>	<b>READING</b>	<b>ASSIGNMENT</b>
Aug. 29	Foundations of Early Literacy Development	Morrow, chapter 1	
Sept. 12	Language and Vocabulary Development	Morrow chapter 4 NAEYC (1998) <i>Learning to Read &amp; Write</i>	
Sept. 19	Literacy, Language and Diversity	Morrow chapter 3 Nemeth and selected readings	Vocabulary Development Checklist due
Sept. 26	Phonological Awareness, Phonics	Morrow Chapter 5	
Oct. 3	Vocabulary Development	Morrow Chapter 4	Student Activities (PA, Phonics) due
Oct. 10	Developing Comprehension	Morrow Chapter 6	
Oct. 17	Language Arts Development- Writing, Spelling and Literacy	Morrow Chapter 7	Exam 1 due by October 21
Oct. 24	Investigating Literacies	Morrow Chapter 8	
Oct. 31	Investigating Literacies Part 2	NAEYC (1998), <i>Learning to Read and Write</i>	Children's book project due
Nov. 7	Exploring Literacy	Strickland and selected readings	
Nov. 14	Integrating Language and Literacy	TEA-English Language Proficiency Standards (TEKS)	Storytelling activities project due
Nov. 21	Assessment in Early Literacy	Morrow Chapter 2	
Nov. 28	Organizing and Managing the Literacy Program	Morrow Chapter 9	Case Study Due
Dec. 5	Family Literacy	Morrow Chapter 10	Exam 2 due by Dec. 8