ECE 358: Language Acquisition Development in Early Childhood Education

Fall 2016

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COURSE INFORMATION

**Meets in Room BC 202 on Wednesdays from 7:30 pm-10:00 pm (Class begins with online assignments through Edmodo the first week and begins face to face 2ND week and alternate Wednesdays)

Course Description:
ECE 358. Language Acquisition Development in Early Childhood Education. 3 Hours.

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.

Textbook(s) Required:

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/

Technology Required: Prior to the first day of class
- Join Edmodo.com– Join as a student and use your first and last name for your username, Edmodo. Code will be emailed.
- Gmail address that will work with Googledrive (not your leomail)
- Remind 101 App on your phone (Join and class code is @ece3); quick way to send messages about weather cancellations, etc.

Student Learning 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

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.

TECHNOLOGY REQUIREMENTS

The following technology is required for success in this course.
- Internet access/connection – high speed recommended (not dial-up) for Edmodo and Email
- Word Processor (i.e. MS Word or Word Perfect) save all files in Rich Text Format .rft
-Google Drive: using Google Docs and Google Slides

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

E-mail or cell phone is preferred for outside of class contact. Communicate with me as needed. Students are encouraged to inform the instructor of concerns they may have pertaining to the course. Please email instructor at: tammy.schwartz@tamuc.edu, 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: You are preparing for an exciting career in a profession that approves a high standard of personal integrity, honesty and positive attitude. You are expected to study to increase knowledge of effective teaching strategies, use Standard English in spoken and written communication, and demonstrate emotional and social maturity. Behavior during class should show respect to the instructor and fellow classmates. Visiting in class when instruction is occurring, use of cell phones or computers, and doing home work from other classes will negatively affect your understanding and interfere with the learning of other students; therefore, this should not be occurring. When you present a project, you will be expected to dress and act as you would in the classroom.

University Specific Procedures:
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@tamu-commerce.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 Guide Handbook).*

Open Carry Law:

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.

COURSE REQUIREMENTS

Course Overview:

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.

Requirements and Activities:

1. **Chapter Presentations/Review: 200**
   Students will present chapter presentations which will cover the material for a designated chapter and include a video for the class in Google Docs using (PowerPoint, Prezi, Google Slides, etc.) and include a peer review of material and a reflection.

2. **Professional Behaviors**: **200 points**
   Attendance to face to face meetings is required; regular, consistent participation is important both in class and online using Edmodo. We do important things every week of class – don't miss it. Excessive absences may prompt an administrative withdrawal.

   - Attendance
   - 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
   - Peer Reviews
   - Collaborative Group Work

   *Aligns with Student Learning Outcomes: F

3. **Phonological Awareness Activities: 500 points**
   Prepare and present* at least five phonological awareness activities using http://www.fcrr.org/

   - #1 Phonemic Awareness (K-1 Book 1 Part 3, 4, or 5; Grades 2-3 Book 1 Part 1-3)
   - #2 Onset/Rime(K-1 Book 1 Part 2)
   - #3 Syllables/Sentence Segmentation (K-1 Book 1 Part 2; Grades 2-3 Book 1 Part 4; Grades 4-5 Book 1 Part 2)
   - #4 Alliteration (K-1 Book 1 Part 1)
   - #5 Rhymes (K-1 Book 1 Part 1)

   *Aligns with Student Learning Outcomes: B, F

4. **Storytelling Activity: 100 points**
    Prepare and present* a storytelling activity

*Aligns with Student Learning Outcomes: F

5. **Annotated Bibliography: 500 points**
Develop an annotated list of 25 children's books, 5 books in each of 5 categories

*Aligns with Student Learning Outcomes: G

6. **Case Study: 300 points**
Create a Case Study of one child, preferably an English Language Learner

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

7. **Exams: 300 points**
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

Methods of Student Evaluation/Assessment of Student Outcomes/Grading Scale:

Assessment Activities	Points Possible	Student's Points
Chapter Presentation/Reviews	**200**	_____
Professional Behavior	**200**	_____
Phonological Awareness Activities	**500**	_____
Storytelling Activity	**100**	_____
Annotated Bibliography	**500**	_____
Case Study	**300**	_____
Exam I, II, III	**300**	_____
Total	**2100**	_____

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

**Add the total of points that you have received throughout the semester and divide that number by the total of the points possible at that time and you will have your average.