ECE 358.71B Language Acquisition Development in ECE

QEP COURSE SYLLABUS: FALL 2019

PROFESSOR INFORMATION

Professor: Josh Thompson, Ph.D.
Office Location: Ed South 217
Office Hours: by appointment, before and after class
Office Phone: 903-886-5537
Cell Phone: 214-663-6102
Office Fax: 903-886-5581
University Email Address: Josh.Thompson@tamuc.edu
Professor's Webpage: http://faculty.tamuc.edu/jthompson
Course Webpage: http://faculty.tamuc.edu/jthompson/358

Preferred Form of Communication**:** For general questions, I prefer you to post questions in Virtual Office. That way others may see our communication and they may benefit. Please email me anytime to ask a question about your particular work. You may call or text my cell phone anytime between 9am-9pm, Mon-Fri, or up until 3pm on Saturdays. 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.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook Required: Beaty, J. J., & Pratt, L. (2015). *Early literacy in preschool and kindergarten: A multicultural perspective* (4th ed.). Boston: Pearson. ISBN: 978-0-13-356330-6

Required eTexts:
CCIE. (2016). *Exchange Everyday*. Redmond, WA: Childcare Information Exchange. Delivered five days a week containing news, success stories, solutions, trend reports, and much more. Enroll in *ExchangeEveryDay*, a daily electronic newsletter all about early childhood education. This will help you keep up-to-date with all things topical and pertinent in early childhood education. *ExchangeEveryDay* is the official electronic newsletter for ChildCareExchange.com. It will be delivered to you five days a week bringing news stories, success stories, solutions, trend reports, and much more. To subscribe to *ExchangeEveryDay*, a free daily e-newsletter, go to www.ccie.com/eed.
NAEYC & IRA. (1998). *Learning to read and write: Developmentally appropriate practices for young children*.
www.naeyc.org/positionstatements/learning_readwrite (.PDF)
www.naeyc.org/files/naeyc/file/positions/PSREAD98.PDF

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

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.zerotothree.org/resources/series/beyond-the-word-gap

Required Readings, as provided by the professor. For example:

Dickinson, D.K; & Tabors, P.O. (2002). Fostering language and literacy in classrooms and homes. *Young Children 57*(2), 10-18.

Magruder, E.S., Hayslip, W.W., Espinosa, L.M., & Matera, C. (2015). Many Languages, One Teacher: Supporting Language and Literacy Development for Dual Language Learners. In Dombrink-Gree, M, Bohart, H., & Nemeth, K. *Spotlight on Young Children: Supporting Dual Language Learners* (pp. 24-32). Washington, DC: National Association for the Education of Young Children. www.naeyc.org/books/spotlight_on_young_children_supporting_dual_language_learners_excerpt

Morrow, L.M., Strickland, D., & Woo, D. (1998). Creating a Framework for Literacy-Rich Environments. In Morrow, L.M., Strickland, D., & Woo, D. (eds.) *Literacy instruction in half- and whole-day kindergarten: Research to practice* (pp. 98-111). Newark, DE: International Reading Association. http://faculty.tamuc.edu/jthompson/Resources/LitRichEnviro.pdf

Recommended Texts and/or Materials

Hadaway, Nancy L., & Vardell, Sylvia M. (2003). *What Every Teacher Should Know About English Language Learners*. Allyn & Bacon.

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

Nemeth, Karen N. (2009). *Many Languages, One Classroom: Teaching Dual and English Language Learners.* Gryphon House.

Piper, Terry. (2012). *Making Meaning, Making Sense: Children's Early Language Learning*. San Diego, CA: Bridgepoint Education. ISBN: 978-1-62178-038-0.

Course Description

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.

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

The *syllabus/schedule are subject to change.*

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

4. understand the rationale for the ECE language arts

5. identify the process of oracy and literacy development

QEP 6. demonstrate various materials and methodology for presentation of an integrated first- and second-language program

7. develop a knowledge base of children's literature

8. assess techniques for integrating the language arts skills

---

Student Learning Outcomes aligned to TEA Competencies

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**

The *syllabus/schedule are subject to change.*

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;

The *syllabus/schedule are subject to change.*

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

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 Pages.
Communicate regularly and robustly with colleagues and peers through Discussion Boards.
Utilize the ePortfolio in myLeo to save the QEP artifact. Click the bolded link to access an
ePortfolio Quick Guide to Upload/Retrieve Artifacts
www.tamuc.edu/aboutUs/ier/qualityEnhancementPlan/
documents/Artifact%20Upload%20and%20Retrieval%20in%20ePortfolio.pptx

Instructional Methods

Class meets face to face f2f regularly in Corsicana, with significant work also done in D2L.
Assigned readings must be completed before class. Lectures include powerpoint, videos of
children and adults talking, hands-on materials, and handouts. Active participation in class
discussion is expected from everyone. Class leadership is welcomed and encouraged; bring
a song, a book or story, a game to play, or insights from the readings or field work with
your case study participant. Online work in D2L is frequent, such as powerpoints, videos,
web-quests, sorting through activities to choose from to make materials for your gallery
walk. Regular quizzes over the chapters in the textbook help deepen your knowledge of the
course content. Timely completion of online discussions is required. Field work outside of
class is necessary to complete the language case study of a young child between 2 years
and 8 years of age, preferably an English language learner.

Professional Behaviors: This is a wholly online course. 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 6 hours a week logged in to course materials, or
5 days without logging into eCollege) may prompt an administrative withdrawal.
  - o **Read** textbook assignments, supplemental reading assignments, lecture notes,
    PowerPoint presentations, and ExchangeEveryDay.
  - o **Check Leo eMail** frequently, at least twice a week.
  - o **Discussions:** Participate in frequent online class discussions, whole class or
    small groups. Most are asynchronous – not live. Occasional synchronous (real-
    time, live) YouSeeU or ZOOM sessions require your participation when
    scheduled. Occasional opportunity, optional, to go onsite to schools and centers
    for guided observation.
  - o **Quizzes:** Read all assigned readings. Participate in frequent chapter quizzes as
    posted in eCollege units.

  You will **self-evaluate your professional behaviors** TWICE, once at the beginning,
  and again at the end of the course. Your grade on this Course Requirement will come
  from your self-evaluation, up to 10 points, 10% of your final grade.
  Aligns with Student Learning Outcomes: A-E

The *syllabus/schedule are subject to change.*

Student Responsibilities or Tips for Success in the Course

Successful students come to class prepared, on-time, and ready to engage and participate in active learning. Online work frequently requires extensive reading beyond the textbook. Plan to read about one-hour every week. Time in the field will vary, but should end up being about 5 to 10 hours total for the semester.

GRADING

A holistic grading approach is sought. Rather than a scorecard with points, students must account for their mastery of the course objectives, and thus their grade in the course. This is done through the use of the Professional Behavior Survey. You will **self-evaluate your professional behaviors** TWICE, once at the beginning, and again at the end of the course.

Assessments

1. **Family Communication Flyer.** Use the Language and Communication resources http://faculty.tamuc.edu/jthompson/Talk throughout the course to create* a family-friendly invitation to robust language use with their young child. Reflect on the usability of this resource in your future life as an Early Childhood teacher. Participate in the Unit 5: Virtual Gallery Walk: Discussion (up to 10 points, 10% of your final grade).
Aligns with Student Learning Outcomes: F, H

2. Prepare and present* at least five **activities to develop gross motor and fine motor hand work** http://faculty.tamuc.edu/jthompson/Hand. Use these resources on how children use their hand to enhance their language development throughout the course. Reflect on the usability of this resource in your future life as an Early Childhood teacher. Participate in the Unit 5: Virtual Gallery Walk: Discussion (up to 10 points, 10% of your final grade).
Aligns with Student Learning Outcomes: F, H

3. Prepare and present* at least five **phonological awareness** activities (up to 10 points, 10% of your final grade). Post photos of your completed materials in Unit 5: Virtual Gallery Walk.
Aligns with Student Learning Outcomes: QEP B, F

4. Prepare and present* at least two **storytelling activities** (up to 10 points, 10% of your final grade). Post photos of your completed materials in Unit 5: Virtual Gallery Walk.
Aligns with Student Learning Outcomes: F

5. Prepare and present* at least two packets of thematic picture-label **vocabulary cards** (up to 10 points, 10% of your final grade). Post photos of your completed materials in Unit 5: Virtual Gallery Walk.
Aligns with Student Learning Outcomes: F

The *syllabus/schedule are subject to change.*

6. Develop an annotated **list of at least 50 children's books,** at least 10 books in each of 5 genre categories (up to 10 points, 10% of your final grade). Post your completed list in Unit 5: Virtual Gallery Walk.
Aligns with Student Learning Outcomes: G

7. Use the **Student Oral Language Observation Matrix (S.O.L.O.M.)** to assess the second language development of a young English Language Learner (ELL) http://cal.org/twi/EvalToolkit/appendix/solom.pdf. Reflect on the usability of this resource in your future life as an Early Childhood teacher. Participate in the Unit 5: Gallery Walk: Discussion. Post your reflection and professor's assessment in myLeo: ePortfolio (up to 10 points, 10% of your final grade).
Aligns with Student Learning Outcomes: QEP A, QEP B, QEP C, E, F

8. Create a **Case Study** of one child, preferably an English Language Learner (up to 20 points, 20% of your final grade). Post your completed Case Study in Unit 5: Virtual Gallery Walk.
Aligns with Student Learning Outcomes: QEP B, E, F, H

9. Complete **chapter quizzes** over course content, and a **mid-term and final exams**. (up to 10 points, 10% of your final grade).
Aligns with Student Learning Outcomes: QEP A-B

* Presentation of family flyer, hand prep activities, PA activities, vocab cards, storytelling, and reading demonstrations must be videotaped and uploaded to the course YouTube channel, and/or presented at one of the scheduled Gallery Walks. www.youtube.com/playlist?list=PLdOkAW2YSRXPU7YIe5P-zx32OvLQzbLg6&jct=r3rizbXGuHrqqjus9YH98CEXpfDrwg.
Post photos of your completed materials in Unit 5: Virtual Gallery Walk.

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

YouSeeU Virtual Classroom Requirements:
https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements

The *syllabus/schedule are subject to change.*

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.

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. Office Phone: 903-886-5537, Cell Phone: 214-663-6102, Office Fax: 903-886-5581, University Email Address: Josh.Thompson@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: For general questions, I prefer you post your question in Virtual Office. That way others may see our communication and they may benefit. Please email me anytime to ask a question about your particular work. You may call or text my cell phone anytime between 9am-9pm, Mon-Fri, or up until 3pm on Saturdays.
Office Phone: 903-886-5537
Cell Phone: 214-663-6102
Office Fax: 903-886-5581
University Email Address: Josh.Thompson@tamuc.edu
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. Use Josh.Thompson@tamuc.edu or my office phone 903-886-5537 or cell phone 214-663-6102 (preferred).
Feedback on student work: Quizzes and online exams are auto-graded. Short answer questions require manual grading, as do all objects uploaded in assignments or online Gallery Walks. Generally, I catch up reviewing your work around the end of the month – please permit me two to three weeks to respond to your work with my feedback. If you don't hear from me within a month, please ask me to review your work again.

The *syllabus/schedule are subject to change.*

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Attendance
Attendance online and face to face is expected; regular, consistent participation is important. We do important things every week of class – don't miss it. Excessive absences (less than 3 hours a week logged in to D2L, or 10 days without logging into D2L, or missing more than 20% of face to face classes) may prompt an administrative withdrawal.

Participation
This course builds cumulative knowledge and insight; you cannot pass the class by just completing assignments all at one time. You must follow along and contribute as chapters, units, discussions, and projects unfold throughout the semester.

Grading
A holistic grading approach is sought. Rather than a scorecard with points, students must account for their mastery of the course objectives, and thus their grade in the course. This is done through the use of the Professional Behavior Survey. You will **self-evaluate your professional behaviors** TWICE, once at the beginning, and again at the end of the course.

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

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

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

The *syllabus/schedule are subject to change.*

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:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library- Room 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu

Website: Office of Student Disability Resources and Services

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

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

The *syllabus/schedule are subject to change.*

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](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf) document and/or consult your event organizer.

Web url:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

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.

The *syllabus/schedule are subject to change.*

TEXAS A&M UNIVERSITY
COMMERCE

ECE 358 Fall 2019 COURSE OUTLINE / CALENDAR tentative, as of 08/12/2019

DATE	TOPIC	READING	ASSIGNMENT
Unit 1 *August* **26**	Language Acquisition – how does it happen?	D2L: Unit 1 Dickinson article Magruder article Morrow article	Post Intro Learning Contract Professional Behavior Survey Unit 1: Discussion, Quiz
Unit 2 *September* **2**LaborDay **9** **16*** **23** **30*** *online	Multicultural Perspectives Language Emergence Early Language as Early Literacy	D2L: Unit 2 Beaty chaps 1-3 NAEYC (1998) *Learning to Read & Write* TEA *ELPS* Talk resources Hand resources	6Booklist (ch 2 & 3) 8Case Study Intro Unit 2: Discussion, Quizzes
Unit 3 *October* **7** **14*** **21** **28*** *online	Speak / Listen Music Art	D2L: Unit 3 Beaty chaps 4-6 Learner.org *Teaching Reading* workshop Books & genre resources	1st Gallery Walk 2Hand work (ch 6) 4Storytelling Activities (ch 5) 5Vocabulary Cards (ch 5) Unit 3: Discussion, Quizzes Mid-Term Exam
Unit 4 *November* **4** **11*** **18** **25*** *online	Integrating Language Everywhere! Writing & Reading at home and at school	D2L: Unit 4 Beaty chaps 7-10	2nd Gallery Walk Unit 4: Discussion, Quizzes 1Family flyer (ch 9) 3Phonological Awareness Activities (ch 3 & 7)
Unit 5 *December* **2** **9 Final**	Celebration of Learning	D2L: Unit 5	3rd Gallery Walk 7S.O.L.O.M. 8Case Study Learning Contract & Prof Behavior Survey Post all assignments in U5 Participate in all Unit 5: Discussions Final Exam
All work due Wednesday, December 11, 2019 @ 8pm			

The *syllabus/schedule are subject to change.*