



# ECE 358.51B Language Acquisition Development in ECE

QEP COURSE SYLLABUS: SPRING 2020

## INSTRUCTOR INFORMATION

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

**Office Location:** Online/CHEC

**Office Hours:** M-F Online/By Appointment

**Preferred Form of Communication:** Before or After Class/Email

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

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

## COURSE INFORMATION

### Materials – Textbooks, Readings, Supplementary Readings

#### Textbook Required:

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

### Course Description

This course explores the first and second language acquisition and development of elementary children, including English Language Learners, with special emphasis given to the nature and function of both oral, written and academic 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

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

## **COURSE REQUIREMENTS**

### **Technical Skills Needed**

Check LeoMail frequently, at least twice a week.

Use AdobeReader to access required digital files.

**Create papers and presentations in MS Office, or Open Office, or PDF.**

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

## **TECHNOLOGY REQUIREMENTS**

### **LMS**

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

## **ACCESS AND NAVIGATION**

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

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## COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor. Email Address: [Melanie.Loewenstein@tamuc.edu](mailto:Melanie.Loewenstein@tamuc.edu)

### Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here: <https://community.brightspace.com/support/s/contactsupport>

### Interaction with Instructor Statement

- Preferred Form of Communication: Please email me anytime to ask a question about your particular work.
- University Email Address: **Melanie.Loewenstein@tamuc.edu**
- Communication Response Time: Expect to hear back from me within the next working day or two. Please ask again anytime I don't answer promptly or completely.
- Communicate with me as needed.
- Feedback on student work: Quizzes and online exams are auto-graded. Short answer questions require manual grading, as do all assignments uploaded into D2L. Please permit me two 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.

## 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.

#### **Face-To-Face Course:**

Attendance and class participation is required and is essential to your success in this class. Participants are expected to be on time and to respectfully, actively and constructively engage within class learning. Participation in class discussions, peer contributions to learning, online assigned readings/discussions is expected.

Students should be prompt and ready to contribute. **Arriving late and/or leaving early two (2) times will constitute one (1) absence.** Your attendance and participation will impact your grade. Class participation grades for in-class projects or assignments are taken throughout the semester and are often unannounced. Students having excused absences, will not have lose points on a participation grade assignment. An absence must be considered excused only if

**\*\*\*Contact the instructor (via email) if you anticipate an absence or if you are absent for any reason explaining the situation. Additionally, please notify the professor if you must leave before class officially ends.** This is a common courtesy that is expected by all instructors. It is also part of forming that "community of learners" that we need in the classroom. When you are gone, or must leave early there is a "hole" at your learning table, as you are important to our community. **After**

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**2 absences, points will be deducted for each additional absence (up to five points for each absence). These points are subtracted from the sum of the calculated grades, which may lower the final overall grade once it is fully computed. *You must sign the attendance notebook at the beginning of each class meeting, documenting your attendance. A missing signature indicates that you have been absent, so it is important that you remember to sign the attendance notebook.***

**Missed Class:** In the event of a missed class, you are responsible for obtaining class materials/assignments/notes and being prepared for the next class meeting. I will not bring additional copies of handouts from previous classes; therefore, it is your responsibility to get the necessary materials and assignments from a designated class member. Select a buddy and exchange telephone numbers and e-mail with him/her. By exchanging information, your buddy agrees to collect all handouts for you and to explain any class materials/assignments/notes; however, it is your responsibility to contact your buddy for this information.

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

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.

**Assignment Policy: All assignments are due on the date they are assigned which can be found in the Course Calendar, unless otherwise approved by the instructor.**

Assignments will be either handed in during class meeting or submitted through D2L in the appropriate links and **must be** in .doc or .docx format (Word or PDF). **All assignments that are late will have points deducted, up to 30 pts.** Late means they are not turned in when class meets on the day they are due or they are not submitted into D2L by the deadline. **Late assignments may not be turned in or submitted more than three days beyond the due date.** You are a professional and must present yourself in a way to show responsibility. *Finally, all completed/graded assignments must be picked up by the end of the semester or they will be discarded.*

**Technology Policy: *Please respect the instructor and your peers by silencing or turning off your cell phone upon entering our classroom. If there is an emergency you may leave it on silence mode. This should constitute only emergencies.*** Please leave the room if you must take an emergency call. Texting during class is unprofessional and will result in a deduction in your participation grade. ***Utilizing technology only for the purposes of the course the student is currently attending and at the appropriate times is appropriate. You will be asked to put away any technology that does not support the immediate learning within the classroom.***

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

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Professionalism is defined in the following ways:

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

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

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

a. Written Assignments should be:

- \*double spaced
- \*1" top and left side margins, 1" bottom and right side margins
- \*12 point font size
- \*revised for clarity and meaning
- \*edited for accuracy in grammar and mechanics
- \*saved on a flash drive or copied on paper for your records

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

### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

## **University Specific Procedures**

### **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](#).

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<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 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>

### **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](mailto:studentdisabilityservices@tamuc.edu)

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

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

### **Department Statement:**

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

### **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/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.

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## ECE 358 Language Acquisitions and Development in Early Childhood Course Assignment Overview

Activities	Assignment	Science of Teaching Reading Learning Competencies
<b>Participation Grade</b> (Select In-Class Learning Engagement/Assignments/Activities)	100	
<b>14 Chapter Quizzes</b> (Weekly/Bi-Weekly)	100 pts. each	
<b>Small Group Assignment</b> Exploring <i>Language Proficiency Features</i> of ELPs (Beginning, Intermediate, Advanced, High Advanced) <b>Focus: Pre-K-6</b>	100 pts.	<ul style="list-style-type: none"> <li>Demonstrate knowledge of the characteristic features of the four English language proficiency levels as described in the Texas English Language Proficiency Standards (ELPS) (i.e., beginning, intermediate, advanced, and high advanced) in order to plan appropriate language and literacy instruction for English learners.</li> <li>Demonstrate knowledge of basic concepts related to second-language acquisition as described in the Texas Prekindergarten Guidelines and the TEKS for ELAR (Kindergarten through Grade 5) (e.g., recognizing that general education teachers have a shared responsibility in promoting English learners' English language development, that an English learner's English language proficiency level does not relate to the student's grade level, that beginning-level English learners may experience a "silent period" during which they are listening actively without producing oral language, that English learners acquire a new language best when they are provided with multiple, incremental opportunities to expand and extend their English language skills as they build on their strengths in the home language).</li> </ul>
<b>Small Group Assignment</b> Culturally Responsive Teaching Project Part I Self-Assessment Part II Researching Culture/Ethnic Group/Class Part III Family Literacy/Language Interview Part IV Culturally Responsive Lesson/Activity <b>Focus: Pre-K-6</b>	400 pts.  (100 pts each part)	<ul style="list-style-type: none"> <li>Plan culturally responsive classroom experiences that recognize and build on students' home language differences and distinctions.</li> </ul>
<b>Small Group Assignment</b> Supporting Developmental <i>Oral Language</i> <i>Functions</i> Content Area Thematic Unit <b>Focus: Toddler/Preschool</b>	100 pts.	<ul style="list-style-type: none"> <li>Demonstrate knowledge of the continuum of oral language development as described in the Texas Prekindergarten Guidelines and the TEKS for ELAR (Kindergarten through Grade 5), including basic stages of oral language development; characteristic features of children's oral language at different stages of development; and the importance of providing young children with frequent, repeated, incremental exposures to and opportunities to use new academic language structures in meaningful contexts, including providing opportunities for low-risk oral language rehearsal.</li> </ul>
<b>Small Group Assignment</b> <i>Phonological Awareness Continuum</i> Activities/Lesson Chart/Demonstration <b>Focus: Pre-K-1</b>	100 pts.	<ul style="list-style-type: none"> <li>Demonstrate knowledge of the phonological awareness continuum as described in the Texas Prekindergarten Guidelines and the TEKS for ELAR (Kindergarten through Grade 5) and apply knowledge of the phonological awareness continuum in order to plan and deliver instruction that is systematic and sequential.</li> <li>Demonstrate knowledge of the role of phonological and phonemic awareness in the development of literacy in an alphabetic language.</li> <li>Demonstrate understanding of the distinctions between phonological awareness and phonemic awareness and the distinctions between phonemic awareness and the alphabetic principle.</li> </ul>

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<p><b>Individual Assignment</b> Administering Phonological Awareness Assessment (Analyzing Data &amp; Responsive Lesson Planning) <b>Focus: Pre-K-1</b></p>	100 pts.	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing students' development of phonological and phonemic awareness skills.</li> <li>• Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in phonological and phonemic awareness skills in order to address the assessed needs of all students.</li> <li>• Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing various aspects of students' oral language development, including their academic language development (e.g., knowledge and usage of sentences and grammatical structures of increasing complexity).</li> <li>• Demonstrate ability to accurately interpret the results of ongoing assessments in oral language development, including sentence and grammatical complexity, and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions.</li> </ul>
<p><b>Individual Assignment</b> <i>Academic Language Demands, Functions &amp; Supports</i> Lessons/Activities <b>Focus: Primary Grades K-6</b></p>	100 pts.	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of the interrelationships between oral language and literacy development and various ways in which oral language provides a critical foundation for reading skills and comprehension development, particularly for young children at the emergent and beginning stages of reading development, including factors that affect oral language development (e.g., familial, cultural, educational, socioeconomic, linguistic, and developmental characteristics).</li> <li>• Demonstrate knowledge of research-based strategies and best practices for promoting students' understanding and use of sentences and grammatical structures of increasing complexity (e.g., compound sentences, complex sentences, relative clauses).</li> </ul>
<p><b>Final Course Learning Reflection</b></p>	100 pts.	

## GRADING

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

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

*If classes are done via the Internet, internet assignments may count towards the course participation grade or as separate assignment grades. Some assignments have multiple parts that will be averaged into one grade.*

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## ECE 358

## Topical Schedule

Date	Weekly Topic	Textbook Readings/Quizzes	Assignments
Jan. 14/16	<b>Language Foundations &amp; Diversity</b>	Introductions	
Jan. 21/23		Ch.1 & Ch. 2	
Jan. 27/30		Ch. 3	<i>Exploring Language &amp; Proficiency Features of ELPS Assignment</i>
Feb. 4/6		Ch. 14	
Feb. 11/13			
Feb. 18/20			<i>Culturally Responsive Teaching Project Assignment</i>
Feb. 25/27	<b>Pre-K Language &amp; Emergent Literacy Development</b>	Ch. 6	
March 3/5		Ch. 7	
March 10/12	<b>Spring Break</b>		
March 17/19	<b>Pre-K Language &amp; Emergent Literacy Development</b>		<i>Supporting Developmental Oral language Functions Assignment Content Area Thematic Unit Assignment</i>
March 24/26	<b>Kindergarten Language &amp; Emergent Literacy Development</b>	Ch. 8	
March 31/April 2		Ch. 9	<i>Phonological Awareness Continuum Activities/Lessons Assignment</i>
April 7/9	<b>Primary Language &amp; Literacy Development</b>	Ch. 10	
April 14/*16		Ch. 11	<i>Administering Phonological Awareness Assessment (Analyzing Data &amp; Responsive Lesson Planning) Assignment (Online Presentation Groups)</i>
*April 21/23			
April 28/30		Ch. 12 OR Ch. 13	
May 5/7	<b>Primary Language &amp; Literacy Development</b>	<b>Finals Week</b>	<i>Academic Language Vocabually/Functions /Supports Lessons/Activity Assignment (FINAL Project)</i>

## Tentative Online Classes

April 16  
April 21

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