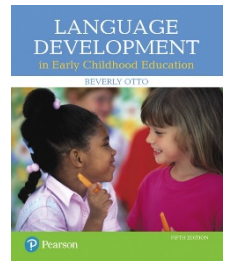




**ECE 358.51E: Language Acquisition Development in Early Childhood Education
COURSE SYLLABUS Spring 2020**

INSTRUCTOR INFORMATION

Professor's Name: Michele Anderson
Office Hours: Tuesdays 4:00-5:00 Navarro campus or by appointment
Office Phone: 469.421.0881
University Email Address: Michele.Goady@tamuc.edu
Preferred Form of Communication: Email or Text
Communication Response: 24 hours except weekends and holidays



COURSE INFORMATION

Materials: Textbooks, Readings, Supplementary Readings

Textbook (s) Required:

Language Development in Early Childhood Education 5th Edition, Beverly Otto

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/

Texas Education Agency. (2017). English Language Arts and Reading

Recommended Texts:

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

Course Description

This course explores the first and second language acquisition and development of children from birth to third grade. Special emphasis is given to the teacher's role in supporting, developing, assessing and planning appropriate, meaningful and culturally responsive classroom experiences. In this course, students will examine the components of oral and written/academic language that benefit from and promote early literacy development. This course will also examine instructional strategies that support aspects of early literacy such as concepts of print, emergent writing development, alphabetic principle and early letter formation.

Student Learning Outcomes

1. Identify the stages of oral language acquisition and development in young children and in the language "moves" that teachers can use to promote language growth.
2. Identify the types and the role of academic language in supporting literacy development.
3. Examine techniques for assessing, instructing and providing intervention and differentiated experiences to support oral and academic language development in young children.
4. Identify type if early oral language delays in young children.
5. Investigate the reciprocal relationship between oral/academic language and beginning literacy development.
6. Explore the different types of literature that promote oral and academic language development.
7. Examine English language proficiency levels (ELPS Standards) and concepts related to second language acquisition
8. 8. Plan culturally responsive classroom experiences that recognize and build on student's home language difference and distinctions
9. 9. Demonstrate knowledge of different levels of phonological awareness and various phonological awareness activities that support early literacy development
10. 10. Demonstrate knowledge or emergent print awareness, emergent writing concepts and the instructional strategies that support them

Competency 003 (Oral Language Foundations of Reading Development):

Understand foundational concepts, principles, and best practices related to young children's development of oral language, including second-language acquisition, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level oral language skills. For example:

A. 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).

B. 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.

C. 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.

D. Recognize that individual variations in oral language development occur and that speech or language delays require additional support and monitoring in the early childhood education classroom and may warrant in-depth evaluation and/or collaboration with other professionals, if improvement is not achieved through classroom interventions.

E. 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).

F. Demonstrate knowledge of research-based strategies and best practices for promoting students' understanding and use of grade-level instructional language, including terminology and sentence structures used to label and describe people, things, places, and locations and to name, describe, and explain actions, directions, positions, sequences, locations, and categories (e.g., colors, shapes, textures).

G. 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).

H. Demonstrate knowledge of the importance of English learners' home language as an asset that provides an essential foundation for their oral language and literacy development in English, and apply knowledge of research-based strategies and best practices for facilitating language transfer by helping English learners make cross-language connections (e.g., explicitly pointing out words that are cognates in English and the home language, using objects or pictures from students' home cultures to connect new English words with familiar meanings).

I. 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 learners 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).

J. 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.

K. Demonstrate knowledge of culturally responsive instruction, including research-based strategies and best practices for supporting English learners' oral language, literacy, and concept development across academic disciplines as described in the Texas Prekindergarten Guidelines and the TEKS for ELAR (Kindergarten through Grade 5) (e.g., identifying and aligning relevant language objectives with content-area lessons; using appropriate scaffolds, particularly visual cues, to support understanding).

L. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in oral language development, including in sentence and grammatical structures, in order to address the assessed needs of all students.

Competency 004 (Phonological and Phonemic Awareness): Understand concepts, principles, and best practices related to the development of phonological and phonemic awareness, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level phonological and phonemic awareness skills. For example:

A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing students' development of phonological and phonemic awareness skills.

- B. Demonstrate ability to accurately interpret the results of ongoing assessments in phonological and phonemic awareness and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions.
- C. Demonstrate knowledge of the role of phonological and phonemic awareness in the development of literacy in an alphabetic language.
- D. Demonstrate understanding of the distinctions between phonological awareness and phonemic awareness and the distinctions between phonemic awareness and the alphabetic principle.
- E. Demonstrate knowledge of key concepts related to the development of phonological and phonemic awareness (e.g., recognizing that young children naturally attend to the meaning of language rather than its sounds and that larger units of sound are easier to detect and manipulate than smaller units of sound).
- F. 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.
- G. Demonstrate knowledge of research-based strategies and best practices for promoting young children's development of phonological awareness skills.
- H. Demonstrate knowledge of research-based strategies and best practices for promoting development of phonemic awareness skills, including strategies that help make the concept of phonemes more concrete for young children (e.g., using manipulatives).
- I. Recognize that a student's home language or language variety may not include all the sounds used in standard English and that English learners and speakers of various dialects or regional styles of English may require explicit, linguistically appropriate support in order to perceive and manipulate some of the phonemes of standard English.
- J. 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.

Competency 005 (Print Concepts and Alphabet Knowledge): Understand concepts, principles, and best practices related to the development of print concepts and alphabet knowledge, including understanding of the alphabetic principle, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level print concepts and alphabet knowledge and their understanding of the alphabetic principle. For example:

- A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing various aspects of students' development in print concepts and alphabet knowledge, including their understanding of the alphabetic principle.
- B. Demonstrate ability to accurately interpret the results of ongoing assessments in print concepts, alphabet knowledge, and the alphabetic principle, and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions.
- C. Demonstrate knowledge of the continuum of development of knowledge and skills related to print concepts, alphabet knowledge, and the alphabetic principle as described in the Texas Prekindergarten Guidelines and the TEKS for ELAR (Kindergarten through Grade 5).

COURSE REQUIREMENTS**Professionalism and class work: 30 points**

Learning Outcomes: 1 and 6

Assessment Method: This is a face-to face class; therefore, attendance is required; regular, consistent participation is important. Each class meeting is important. Handouts will be given.

Excessive absences (missing more 3 class meetings) may lead to lowering your final grade.

Attendance is recorded each week. Students are expected to participate for the entire class period.

Students are responsible for reading the syllabus, all reading assignments and other materials that are assigned.

Major Theorists Chart: 40 points

Create a chart that details, compares and relates the contributions of major theorists in language development and its impact on classroom instruction. Using a variety of resources compare

Vygotsy, Cambourne, Halliday

Aligns with Student Learning Outcomes: 1,2,3,4

Assessment Method: Rubric.

Supporting Developmental Oral Language Functions Assignment/Lesson Prek-K 30 points

Create lesson for Prek students that develops oral language skills. Lesson should include literature large and small group activities and follow a lesson plan format which will be provided.

Aligns with Student Learning Outcomes: 1, 2,4

Assessment Method: Rubric and observation

Phonological Awareness Continuum Lesson/Full Lesson for Kindergarten /Grade 130 points

Create lesson for kindergarten students that develops oral language skills. Lesson should include literature large and small group activities and follow a lesson plan format which will be provided.

Aligns with Student Learning Outcomes: 1, 2,4

Assessment Method: Rubric and observation

Exploring Language Proficiency Features of ELPS Assignment- 30 points

Create a lesson using diverse literature that will support oral language development of L1 and L2 learners.

Lesson should include literature large and small group activities and follow a lesson plan format which will be provided

Academic Language- Informational Textbook Presentation: 30 Points Read and create an annotated bibliography of 12 award winning children's books that address a Reading, Social Studies or Mathematics TEK and represents diversity. Create a lesson and bring the lesson, bibliography and 3 books to share with the class. The lesson should be for grades 1 or 2, demonstrating how academic language is appropriately taught. Books must be award winning and recognized by Caldecott, Coretta Scott King, American Library Association, Theodore Seuss Geisel, Bluebonnet, Pura Belpre, Boston Globe Horn Book or National Jewish Book award.

Aligns with Student Learning Outcomes: 1,2, 3,4

Midterm Exam – 40 Points**Final Exam- 40 points**

An online midterm and final will be given provided online. The midterm and final may include, multiple choice, true/false and constructed response items. The midterm and final will cover class discussions (including videos), textbook and other assigned readings.

Assessment Method: Formal assessment

Course Assignment and Points Summary

Assignment	Total Points
Professional Behavior class quizzes	30
Major Theorists Chart	40
Supporting Developmental Oral Language Functions Assignment	30
ELPS Assignment	30
Phonological Awareness Lesson	40
Academic Language	30
Midterm	50
Final	50

Grading:

A = 260-300

B = 210-259

C = 175-209

D = 150-174

F = below 150

Minimal Technical Skills Needed

The following technical skills are required to be successful in this course:

Familiarity and use of Microsoft Office (Word and PowerPoint). Please see the technology requirements listed in this syllabus.

A computer lab is in the Bain Center and is available to students Monday-Friday between the hours of 8 am and 5 pm. The lab provides computers, internet access, and printers for student use.

Instructional Methods

Students will participate in class discussions, group projects and activities to explore language and literacy development. Students will participate in face-to-face and online experiences. Through class activities students will be able the development of language and literacy to instructional experiences that promote learning. Emphasis will be placed on addressing the needs of all learners through investigating a variety of diverse materials. Students will discover and observe appropriate practices through video clips, readings, instructor presentations and demonstrations.

The students will apply instructional concepts and content learned in online assessments. The assessments may include true/false, multiple choice, and constructed response items that are structured around scenarios and the application of concepts discussed.

Student Responsibilities or Tips for Success in the Course

- Attendance is important because learning activities will occur during class time. Be punctual and prepared to stay for the entire class period. Absences will affect your professionalism points for this class. Please notify me if by email if you are absent. Participants are expected to be on time and to actively engage in discussions. Questions and discussions are encouraged while respecting the perspectives and views of all participants.
- In the event of an emergency and a missed class, you are responsible for obtaining class materials/assignments/notes from one of your peers. Assignments that are *due may be emailed only, with advance permission from the instructor*. If the assignment includes a presentation, points will be lost. See the Texas A&M University Commerce handbook for university policy concerning attendance and excused absences.
- Preparation is essential before class to productively participate in group activities. Each student is required to have a textbook. Each week the textbook and other materials should be read or viewed before class as indicated on the weekly outline.
- Questions and discussions are encouraged while respecting the perspectives and views of all participants.
- Participation and engagement enhance the learning experience for all; therefore, it is not appropriate to engage in any other activities (computer, cell phone, etc.) during class time.
- Submission of assignments should be timely. Grading will be based upon the rubric which is discussed and available to students.
- Read the course syllabus and keep abreast of the course requirements and readings.

Written Assignments: All written assignments are to be typed double-spaced in a Times New Roman 12 pt. font with 1" margins and are expected to exhibit professional quality. You should demonstrate mastery of organizing, structuring, and editing (for all aspects of mechanics) in your writing. Excessive grammar, spelling, and vocabulary errors will result in a reduction of your score at the instructor's discretion. Please contact the University writing center for assistance.

Cell Phones: Please respect the instructor and your peers by turning off your cell phones upon entering our classroom, unless you have notified me at the beginning of class that you have a critical family situation about which you must be notified. This should constitute only emergencies.

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive

- Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.
JavaScript is enabled.
Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader https://get.adobe.com/reader/](https://get.adobe.com/reader/)
 - [Adobe Flash Player \(version 17 or later\) https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)
 - [Adobe Shockwave Player https://get.adobe.com/shockwave/](https://get.adobe.com/shockwave/)
 - [Apple Quick Time http://www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

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

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the click on the words “[click here](#)” to submit an issue via email.



Live Chat or

System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

Interaction with Instructor Statement

Student assessment (online quizzes and tests) scores are available immediately. Students may email me to request consultation regarding assignments or grades. Responses to email will be within 24 hours (weekdays). Other assignments will be reviewed, graded and feedback will be given by the next course meeting.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Attendance/Lateness- Attendance is important. learning activities will occur during class time. Be punctual and prepared to stay for the entire class period. Absences, lateness and leaving early will affect your professionalism points for this class. Please notify me if you anticipate an absence. Participants are expected to be on time and to actively engage in discussions. In the event of an emergency and a missed class, you are responsible for obtaining class materials /assignments/notes from one of your peers. See Texas A&M University Commerce handbook for university policy concerning attendance and excused absences.

Late Work- Late assignments will not be accepted without my prior approval or a documented (medical/school related) excuse. *Approved late assignments may be subject to a 10-point grade deduction and must be turned in the next class session. IF you are absent you cannot make up the group/class work for credit.*

Missed Exams and Quizzes—Exams and quizzes are offered electronically and are available for announced period. After the exam/quiz is closed, it is not available to be re-opened.

Extra Credit - Extra credit opportunities may be provided for all students. Individual assignments will not be given.

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: [Netiquette http://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html)

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>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all 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>

ADA Statement

Students with Disabilities

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 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.



**ECE 358.71b Language Acquisition
COURSE SCHEDULE
Tentative 1//2019**

DATE	TOPIC	READING	ASSIGNMENT
Jan.15	Language Foundations and Diversity	Chapter 1	
Jan. 27	Language Foundations and Diversity	Chapter 2	
Feb. 3	Language Foundations and Diversity	3 and 14	
Feb.10	Infant and Toddler	Chapter 4 and 5	Major Theorists Chart due
Feb. 17 Online	Infant and Toddler Language	Chapter 6	
Feb. 24	PK Language Development and Literacy	Chapter 7	
Mar. 2	PK Language and Development and Literacy	Chapter 7	Supporting Developmental Oral Language Functions Assignment due <u>Midterm Exam- Online</u>
Mar 9	Spring Break No Class		
Mar. 16	Kindergarten Language and Emergent Literacy	Chapter 8	
Mar. 23	Kindergarten Language and Emergent Literacy	Chapter 8	ELPS Assignment Due
Mar.30	Kindergarten Language and Emergent Literacy	Chapter 9	
Apr. 6	Early Primary Language and Literacy	Chapter 10	Phonological Awareness Continuum Lesson
Apr.13	Early Primary Language and Literacy	Chapter 11	
Apr. 20	Language Observation and Assessment	Chapter 12	
Apr.27	Language Assessment and Intervention	Chapter 13	Academic Language Assignment Due
May 4	Final		Final Exam

This syllabus/schedule is subject to revision or change.