



# ECE 358.51W Language Acquisition Development in ECE

QEP COURSE SYLLABUS: Spring 2021

## INSTRUCTOR INFORMATION

**Instructor:** Michele Anderson

**Office Location:** CHEC (100% Online)

**Office Hours:** By Appointment

**Office Phone:** none

**Office Fax:** 903-886-5581

**University Email Address:** [Michele.Anderson@tamuc.edu](mailto:Michele.Anderson@tamuc.edu)

**Preferred Form of Communication:** Email

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

## COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

### Textbook(s) Required:

Otto B. (2018). *Language Development in Early Childhood Education* (5th ed.). NY: Pearson.

ISBN-13: 978-0134552620

ISBN-10: 0134552628

### Important Dates:

*First Day of Spring Semester, January 11, 2021*

*Last Day to Drop, March 26, 2021*

### TAMUC 2020-2021 Academic Calendar

<http://www.tamuc.edu/Admissions/registrar/documents/2021%20Academic%20Calendar.pdf>

*The syllabus/schedule are subject to change.*

## Course Description

This course explores the first and second language acquisition and development of children from birth to sixth grade. Students will examine the components of oral, written and academic language that benefit from and promote early literacy development. Special emphasis is given to the teacher's role in supporting language development, in planning developmentally and culturally appropriate learning experiences and in partnering with parents to foster language and early literacy development. This course will address essential topics such as phonological awareness, authentic language assessment, data driven instruction and intervention, concepts of print, emergent writing development, and alphabetic principle.

## Student Learning Outcomes

1. ***Demonstrate*** knowledge of English language proficiency levels (ELPS Standards) and concepts related to second language acquisition.
2. ***Learn and apply*** strategies for working with culturally and linguistically diverse families.
3. ***Demonstrate*** knowledge of culturally responsive classroom experiences that recognize and build on students' home language differences and distinctions.
4. ***Demonstrate*** knowledge of emergent print awareness, emergent writing concepts and the instructional strategies that support them.
5. ***Demonstrate*** knowledge of creating interactive and supportive oral language building learning experiences for young children.
6. ***Demonstrate*** knowledge of phonological awareness concepts, the sequential levels of phonological awareness and various phonological awareness activities that support early literacy development.
7. ***Administer*** a phonological awareness assessment, analyze, interpret and create a data driven learning experience for young children.
8. ***Analyze*** phonological awareness class data and create differentiated group learning experiences based on the data.
9. ***Understand*** components of academic language and ***demonstrate*** knowledge of creating interactive and supportive academic language building learning experiences for young children.
10. ***Demonstrate*** knowledge of oral and academic sentence structures and ***administer*** and/or ***interpret*** the results of sentence structure assessments.

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## **Global Learning Course**

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

## **COURSE REQUIREMENTS**

### **Minimal Technical Skills Needed**

Students will be required to use the current learning management system, Microsoft Word, PowerPoint, presentation and graphics programs, research databases, YouTube videos and Web browsing skills while completing this course.

### **Instructional Methods**

This course is made up of a series of interactive learning experiences which include class discussions, lectures, individual and small group projects and presentations, administering and analyzing assessments, and completing online quizzes created from the course textbook.

### **Student Responsibilities or Tips for Success in the Course**

1. Students should regularly attend class meetings and actively participate in class discussions.
2. Students should stay current in weekly readings and review any online announcements and posted instructional power points located within D2L.
3. All assignments must be typed and submitted using *Word* or *PDF* unless directed otherwise by the instructor.
4. Assignments should be thoughtfully crafted and be constructed using college level academic writing.
5. Lack of preparation, participation, and/or professionalism (please see the Code of Student Conduct in the Texas A&M University-Commerce Student Guidebook) may result in removal from class or lowering of your final grade. Academic honesty and integrity are required.
6. Students should contact the instructor if they require support, clarification, or assistance in understanding concepts or in completing assignments.

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## 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

Assignments will be weighted using the following scale in determining the final grade.

### **Major Assignments**

*(excluding Critical Assignment)* 50%

**Quizzes** 20%

**Final: Critical Assignment** 30%

**TOTAL** 100%

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## Assessments

Chapter Quizzes	
10 Unit Quizzes	All Learning Outcomes
Major Assignments	Course Learning Outcomes
<i>Discussion Group Introductions &amp; Video Reflections</i>	
<i>Differentiating Across ELL Language Proficiency Levels</i>	<p style="text-align: center;"><b>(Science of Teaching Reading)</b></p> <p><b>Demonstrate</b> knowledge of English language proficiency levels (ELPS Standards) and concepts related to second language acquisition.</p> <p><b>Demonstrate</b> knowledge of culturally responsive classroom experiences that recognize and build on students' home language differences and distinctions.</p>
Culturally & Linguistically Diverse Families: Encouraging Home -School Connections Assignment (Small Group Presentation)	<i>Learn and apply</i> strategies for working with culturally and linguistically diverse families.
<i>Supporting Developmental Oral Language Functions Assignment Content Area Thematic Unit Assignment Incorporate Multimodal Learning Experiences</i>	<b>Demonstrate</b> knowledge of creating interactive and supportive oral language building learning experiences for young children.
<i>Phonological Awareness Continuum Activities/Lessons Assignment</i>	<p style="text-align: center;"><b>(Science of Teaching Reading)</b></p> <p><b>Demonstrate</b> knowledge of phonological awareness concepts, the sequential levels of phonological awareness, and various phonological awareness activities that support early literacy development.</p>
<p style="text-align: center;"><b>Five-Year-Old Student Mini-Case Study</b> <i>Phonological Awareness Assessment, Concepts About Print (CAP) and/or Record of Oral Language (ROL) (Choose 2-Assessments)</i></p> <p style="text-align: center;"><b>K-2 Student Mini-Case Study</b> <i>Administering and Reflecting on Phonological Awareness Student Data Assignment</i></p> <p style="text-align: center;"><i>Analyze Phonological Awareness Class Data Set &amp; Creating Differentiated Instruction Plan</i></p>	<p><b>Administer</b> a phonological awareness assessment, analyze, interpret, and create a data-driven learning experience for young children.</p> <p><b>Analyze</b> phonological awareness class data and create differentiated group learning experiences based on the data.</p> <p><b>Demonstrate</b> knowledge of oral and academic sentence structures and administer and/or interpret the results of sentence structure assessments.</p>
<i>Academic Language Demands/Functions /Supports and Multimodal Learning Lessons/Activity Assignment Part I &amp; Part II</i>	<p style="text-align: center;"><b>(edTPA)</b></p> <p><b>Understand</b> components of academic language and <b>demonstrate</b> knowledge of creating interactive and supportive academic language building learning experiences for young children.</p>

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## Assignments

1. **Multiple Choice Quizzes.** Complete multiple-choice chapter assessments through D2L.
2. **Discussion Group Introductions & Video Reflections.** Students will introduce themselves to the class and discuss the nature of Language.
3. **Differentiating Across ELL Language Proficiency Levels.** Students will learn characteristics of the language proficiency levels of ELL students as described in the ELPS and differentiate a lesson based on those levels.
4. **Culturally & Linguistically Diverse Families: Encourage Home-School Connections Assignment.** Students will create a plan for working with and connecting culturally & linguistically diverse families to a school.
5. **Supporting Developmental Oral Language Function-Content Area Thematic Unit Assignment.** Students will create a series of multimodal learning experiences within a thematic unit. These learning experiences are designed to encourage and build on students' beginning oral language development based on Halliday's oral language functions theory.
6. **Phonological Awareness Continuum Activities/Lessons.** Use knowledge of the PA Continuum to create appropriate learning experiences at each level.
7. **Administering and Reflecting on Phonological Awareness Student Data (K-2 Student Mini-Case Study) (2-3 pages).** Students will administer PA assessment to one child (K-2). Analyze and interpret data using it to determine appropriate learning experiences.
8. **Five/Six-Year Old Student Assessment Mini-Case Study (3-4 pages).** Students will administer two of three assessments (Concepts About Print, Record of Oral Language, Phonological Awareness Assessment). Analyze and interpret data from assessments. Reflect on the findings and appropriate learning experiences.
9. **Analyze Phonological Awareness Class Data Set & Create Differentiated Instruction Plan.** Students will analyze and interpret class PA data (provided by instructor) and use data to plan differentiated learning experiences.
10. **Academic Language Demands/Functions/Supports & Multimodal Learning Lessons/Activities.** Students will create a lesson segment of learning experiences (multimodal) that incorporate language demands and ways to support those demands. Students will create a rationale for their teaching decisions across the lesson segment.

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## Online Course Information

### *Asynchronous and Synchronous Learning*

The majority of the learning will be asynchronous to ensure that students have flexibility in understanding concepts and completing assignments. However, there will be some prescheduled virtual lectures/whole class meetings, cooperative learning experiences and virtual workdays to better assist students in completing major assignments.

### *Attendance*

- Success in this course is dependent on your active participation and engagement throughout the course. As such, students are required to complete all assignments by the due date, and to actively participate in online class discussions.
- Excessive absences (less than 3 hours a week logged in to D2L) or 10 days without logging into D2L, may prompt an administrative withdrawal.

### *Video*

- **During virtual learning, turn on your video when possible.** It is helpful to be able to see each other, just as in an in-person class.
- **Exceptions.** If you have limited internet bandwidth or no webcam, it is ok to not use video.
  - If you're unable to find an environment without a lot of visual distractions, it is also ok to turn off your video.
- **Keep it clean.** Don't share anything you wouldn't put up on the projector in class.

### *Audio*

- **Mute your microphone when you are not talking.** This helps eliminate background noise.
- **Use a headset when possible.** If you own headphones with a microphone, please use them. This improves audio quality.
- **Be in a quiet place when possible.** Find a quiet, distraction-free spot to log in. Turn off any music, videos, etc. in the background.

### *Chat/Discussion/Virtual Breakout Rooms*

**Stay on topic.** Use the chat window for questions and comments that are relevant to class. The chat window is not a place for socializing or posting comments that distract from the course activities. If you fill it up with random comments, I will be unable to sort through the information quickly to address students' real questions/concerns about the course.

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**Work cooperatively** to complete virtual small group and discussion tasks. Be present and purposefully engaged.

**No disrespect or hate speech.** Just like in our in-person class, respectful behavior is expected. Consider Zoom/YouSeeU a professional environment, and act like you're at a job interview, even when you're typing in the chat or completing a discussion thread.

## 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.

## COMMUNICATION AND 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. Other support options can be found here:

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## Interaction with Instructor Statement

My aim is to be in quick communication with you. I do respond to text and email quickly. If you have not heard from me after two days, email again. You may also visit me during my virtual office hours to discuss any questions, issues, concepts or concerns.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Course Specific Procedures/Policies

**Assignment Policy:** All assignments are due on or before the date they are assigned which can be found in the Course Calendar, unless otherwise approved by the instructor. Contact the instructor as soon as possible regarding the need for assignment extensions. Assignments will be 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 submitted by the calendar/D2L 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.

**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.

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

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- \*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](#).

<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>

### **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](#)  
[Undergraduate Student Academic Dishonesty Form](#)

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<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.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

Velma K. Waters Library Rm 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](#)

<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.

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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.

Please, click on the following link to access A&M-Commerce Covid 19 Information,  
<https://new.tamuc.edu/coronavirus/>

### **Face Coverings**

***“A&M-Commerce requires the use of face-coverings in all instructional and research classrooms/laboratories. Exceptions may be made by faculty where warranted. Faculty have management over their classrooms. Students not using face-coverings can be required to leave class. Repetitive refusal to comply can be reported to the Office of Students’ Rights and Responsibilities as a violation of the student Code of Conduct. “***

### ***Illness and Attendance***

***“Students should not attend class when ill or after exposure to anyone with a communicable illness. Communicate such instances directly with your instructor. Faculty will work to support the student getting access to missed content or completing missed assignments.”***

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# COURSE OUTLINE / CALENDAR

Quizzes due at the end of each unit.

	Unit	Date	Textbook Readings/Quizzes	Major Assignments
Unit 1	Language Foundations & Diversity  Quizzes 1, 2, 3, 14	Week 1 1/11-1/15	Introductions	Discussion Group Introductions & Video Reflections
		Week 2 1/18-1/22	Ch.1 & Ch. 2	
		Week 3 1/25-1/29	Ch. 3	<i>Differentiating Across ELL Language Proficiency Levels (Key Assignment #1)</i>
		Week 4 2/1-2/5		
		Week 5 2/8-2/12	Ch. 14	<i>Culturally &amp; Linguistically Diverse Families: Encouraging Home -School Connections Assignment (Small Group Presentation)</i>
Unit 2	Infant Toddler & Pre-K Language & Emergent Literacy Development  Quizzes 6 & 7	Week 6 2/15-2/19	Ch. 6	
		Week 7 2/22-2/26	Ch. 7	<i>Supporting Developmental Oral Language Functions Assignment Content Area Thematic Unit Assignment (Key Assignment #2)</i>
Unit 3	Kindergarten Language & Emergent Literacy Development  Quizzes 8 & 9	Week 8 3/1-3/5	Ch. 8	
		Week 9 3/8-3/12		<b>SPRING BREAK</b>
		Week 10 3/15-3/19	Ch. 9	<i>Phonological Awareness Continuum Activities/Lessons Assignment (Key Assignment #3)</i>
Unit 4	Language Assessment, Delays, Disorders and Interventions  Quizzes 12 OR 13	Week 11 3/22-3/26	Ch. 12 <u>OR</u> Ch. 13	<i>Administering and Reflecting on Phonological Awareness Student Data Assignment (K-2)</i>  <i>Administering and Reflecting on Early Oral Language Assessments (K-1)</i>  <i>Analyzing Phonological Awareness Class Data Set &amp; Creating A Differentiated Instruction Plan</i>
		Week 12 3/29-4/2		
Unit 5	Primary Language & Early Literacy Development  Thanksgiving Week 11/23-11/27  Quizzes 10 & 11	Week 13 4/5-4/9	Ch. 10	
		Week 14 4/12-4/16	Ch. 11	<i>Course Final Project Academic Language Demands/Functions /Supports Lessons/Activity Assignment Part I Lesson Segment Part II Commentary (Critical Assignment)</i>
		Week 15 4/19-4/23		
		Week 16 4/26-4/30		

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		<b>Week 17</b> 5/3-5/7		<i>FINALS WEEK</i>
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