ECE 358.01W Language Acquisition and Development in Early Childhood

COURSE SYLLABUS: Summer 2024

INSTRUCTOR INFORMATION

Instructor: Ms. Michele Anderson
Office Hours: Online by appointment Monday- Friday
Open office hours: Wednesdays 9:00- 10:00 am and 8:00 pm-9:00 pm.
Office Phone: 469-431-0881
University Email Address: Michele.Goady@tamuc.edu
Preferred Form of Communication**: by email**
Communication Response Time: 24-48 hours business days (Monday-Friday)

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook: <u>Language Development in Early Childhood Education 5th Edition, Beverly Otto</u>

TAEYC & 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

The *syllabus/schedule are subject to change.*

Software Required: Microsoft Word

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. Ian 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 the 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 langue acquisition.
8. 8.Plan culturally responsive classroom experiences that recognize and build on student's home langue difference and distinctions
9. 9.Deomonstrate knowledge of different levels of phonological awareness and various phonological awareness activities that support early literacy development
   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).

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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).

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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

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.

This course is fully online. Students need access to a computer and access to a fully operational version of D2L Are course materials are found on this platform and assignments are only submitted in D2L.

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Instructional Methods

Students will participate in activities to explore language and literacy development. 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 presentation materials 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
(Online)

- . Attendance is important because learning activities will occur during class time. Regular attendance means that assignments are submitted on time in an online class.   Be punctual and prepared to stay for the <u>entire </u>class period.

- Assignments that are **due may be emailed only, with <u>advance</u> permission from the instructor. Assignments submitted by email are graded at the end of the course.** 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 as indicated on the weekly outline.

- Questions and discussions are encouraged while respecting the perspectives and views of all participants.

- Submission of assignments should be timely. Grading will be based upon the rubric which is discussed and available to students. Late assignments will be subject to 10 points deleted.

- Read the course syllabus and keep abreast of the course requirements and readings. Check email often- you are responsible for reading all communications.

GRADING

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

A = 90%-100%

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B = 80%-89%
C = 70%-79%
D = 60%-69%
F = 59% or Below

Total points corresponding to the final letter grades
A = 451- 500 Points
B = 401- 450 Points
C = 351- 400 Points
D = 301- 350 Points
F = 300 & > Points

Weights of the assessments in the calculation of the final letter grade.
Example:
Assignments   20%
Discussions   20%
Midterm Exam   30%
Final Exam   30%
TOTAL   100%

Assessment

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

Zoom Video Conferencing Tool
https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

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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. **A computer is needed to complete this online course.**

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor. Invite Link https://us02web.zoom.us/j/81749365540

https://us02web.zoom.us/j/81749365540

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

Please contact me if you have questions or concerns throughout the course. You may contact me and request a "zoom" conference if you have needs during the course. Communication helps to build a successful course experience.

Open office hours: you may drop in with questions: Wednesday evenings 8:00-9:00pm

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COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

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

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

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[Graduate Student Academic Dishonesty Form](http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf)

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 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

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

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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.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit **www.tamuc.edu/counsel**

Department or Accrediting Agency Required Content

COURSE OUTLINE / CALENDAR

Unit	Topic	Assignment Assignment Tab D2L	Weekly Schedule
Unit 1	Language Foundations and Diversity	Discussion 1 Assignment 1	June 3-8, 2024
Unit 2	Infant Toddler and Prek-Language and Literacy Development	Assignment 2 **Midterm Quiz**	June 10-15, 2024 **June 14**
Unit 3	Kindergarten Language and Emergent Literacy	Discussion 2 Assignment 3	June 17-22, 2024
Unit 4 and Unit 5	Language Assessment, Delays and Interventions Primary Language and Early Literacy Development	Assignment 4 **Final Quiz**	June 24-July 3 **July 3, 2024**

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