

**Sul Ross State University – Rio Grande College**  
**EDUC 3308**  
**Educational Language Acquisition and Emergent Literacy**  
**Fall, 2014**

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Office Hours:  
Monday-Thursday 8:00-9:30  
11:00-12:00  
Friday 8:00-12:00 and by appt.

## **I. Course Description**

This course addresses language acquisition in children. Developmentally appropriate activities, diversity, and individual learning styles found in the educational setting are discussed as they facilitate language in young children. All theories and activities are presented as they ultimately contribute to an integrated curriculum. This course supports competencies within the evaluative measure as identified by the state of Texas for Teacher Certification. In addition, this course utilizes the competencies prescribed for Early Childhood-6th grade as identified by the State of Texas.

## **II. Course Objectives, SBEC Competencies for English LA and Reading and Texas Teacher Proficiencies**

Upon completion of this course, the student will:

- convey an understanding of theories regarding language acquisition
- understand aspects of language knowledge
- describe strategies used in teaching language based on language systems
- create teaching tools used in teaching language
- analyze environment and socialization factors on language development through field experience
- integrate language arts content into the total curriculum

**Standard I. Oral Language:** Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.

### **Teacher Knowledge: What Teachers Know**

**Teachers of Students in Grades EC–6** The beginning teacher knows and understands:

1.1k basic linguistic concepts (e.g., phonemes, segmentation) and developmental stages in acquiring oral language, including stages in phonology, semantics, syntax, and pragmatics, recognizing that individual variations occur;

1.2k how to build on students' cultural, linguistic, and home backgrounds to enhance their oral language development;

1.3k the relationship between the development of oral language and the development of reading;

- 1.4k skills for speaking to different audiences for various purposes;
- 1.5k active, purposeful listening in a variety of contexts;
- 1.6k the use of critical listening to analyze and evaluate a speaker's message;
- 1.7k listening skills for enjoying and appreciating spoken language;
- 1.8k the use of technology in promoting oral communication skills;
- 1.9k how to use effective informal and formal assessments to evaluate students' oral language skills, and recognize when speech or language delays or differences warrant in-depth evaluations and additional help or intervention
- 1.10k similarities and differences between oral and written language conventions and how to promote young students' awareness of these similarities and differences; and
- 1.11k how to use instruction that interrelates oral and written languages to promote student reading and learning (e.g., preview-review, discussions, and questioning) when speech or language delays or differences warrant in-depth evaluations and additional help or interventions.

**Application: What Teachers Can Do**

*Teachers of Students in Grades EC–6* The beginning teacher is able to:

- 1.1s acknowledge students' current oral language skills and build on these skills to increase students' oral language proficiency through specific language instruction using such activities as meaningful and purposeful conversations, dramatic play, songs, rhymes, stories, games, language play, discussions, questioning, and sharing information;
- 1.2s strengthen vocabulary and narrative skills in spoken language by reading aloud to students and teaching them to recognize the connections between spoken and printed language;
- 1.3s provide direct and indirect instruction, including modeling and reading aloud, in "classroom" English (e.g., language structures and pronunciations commonly associated with written English) and support students' learning and use of classroom English through meaningful and purposeful oral language activities;
- 1.4s select and use instructional materials and strategies that promote students' language development, respond to students' individual strengths, needs, and interests, and reflect cultural diversity;
- 1.5s help students learn how to adapt students' spoken language to various audiences, purposes, and occasions;

1.7s plan, implement, and monitor instruction that is focused on individual student's needs, strengths, and interests and is based on informal and formal assessment of students' progress in oral language development;

1.8s communicate with student's families about ways that they can encourage their student's language development;

1.9s provide opportunities for students to engage in active purposeful listening;

1.10s communicate with other professionals and continually seek implications for practice from current research about oral language development; and

1.11s support students' development of communication skills through the use of technology.

1.6s help students learn how to evaluate the content of their own spoken messages and the content and effectiveness of the messages of others

**Standard II. Phonological and Phonemic Awareness:** Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.

### **Teacher Knowledge: What Teachers Know**

**Teachers of Students in Grades EC–6** The beginning teacher knows and understands:

2.1k the concept of phonological awareness, its relationship to the ability to read an alphabetic language, and the development of phonological awareness in students (*a student who has phonological awareness hears distinct words, syllables, and sounds in language separate from print*);

2.2k the significance of phonological and phonemic awareness for reading and typical patterns in the development of phonological and phonemic awareness, and recognizes that individual variations occur (*A student who has phonological awareness hears distinct words, syllables, and sounds in language separate from print. A student who has phonemic awareness can identify individual sounds in spoken words, blend together the separated sounds of spoken words to form words, and play with the sounds of spoken language by adding or taking away sounds from words.*); and

2.3k effective formal and informal assessments of phonological and phonemic awareness and be able to analyze results, and identifying appropriate instructional strategies for teaching phonological and phonemic awareness to individual student.

### **Application: What Teachers Can Do**

**Teachers of Students in Grades EC–6** The beginning teacher is able to:

2.1s plan, implement, and monitor instruction that is focused on individual students' needs and is based on continuous use of formal and informal assessments of individual students' phonological development;

2.2s use instructional approaches, including language games, activities, materials, and direct teacher instruction, that promote students' phonological awareness;

2.3s select and use instructional materials that promote students' phonological and phonemic awareness and build on students' current language skills;

2.4s inform parents of their child's phonological development and its importance to reading and communicate with families about ways to encourage students' phonological awareness at home; and

2.5s communicate with other professionals and continually seek implications for practice from current research about phonological awareness.

**Standard III. Alphabetic Principle:** Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.

#### **Teacher Knowledge: What Teachers Know**

**Teachers of Students in Grades EC–6** The beginning teacher knows and understands:

3.1k the importance of the elements of the alphabetic principle, including letter names, graphophonemic knowledge, and the relationship of the letters in printed words to spoken language;

3.2k expected patterns of students' alphabetic skills development and knowledge that individual variations may occur;

3.3k that not all written languages are alphabetic, that many alphabetic languages are more phonetically regular than English, and know how to help English language learner deal with positive and negative transfer related to the alphabetic principle; and

3.4k how to select, administer, and analyze results from informal and formal assessments of alphabetic knowledge.

#### **Application: What Teachers Can Do**

**Teachers of Students in Grades EC–6** The beginning teacher is able to:

3.1s respond to individual student's needs by providing focused instruction on the letters of the alphabet and the relationships of sounds and letters;

3.2s select and use instructional materials and strategies, including multisensory techniques (e.g., letter names, graphophonemic knowledge, and the relationship of letters and printed words to spoken language) to promote students' understanding of the elements of the alphabetic principle;

3.3s use formal and informal assessments to analyze individual student's alphabetic skills, monitor learning, and plan instruction;

3.4s communicate with parents about ways to increase students' alphabetic knowledge;

3.5s communicate with other professionals and continually seek implications for practice from current research about the development of alphabetic knowledge; and

3.6s provide learning experiences that promote students' ability to read critically and evaluate information presented in nonliterary texts.

**Standard IV. Literacy Development and Practice:** Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.

### **Teacher Knowledge: What Teachers Know**

**Teachers of Students in Grades EC–6** The beginning teacher knows and understands:

4.1k that literacy acquisition develops in an often predictable pattern from prereading (sometimes referred to as emergent literacy) to conventional literacy and that individual variations occur in literacy acquisition;

4.2k that the developing reader has a growing awareness of print in the environment, of the sounds in spoken words, and of the uses of print;

4.3k that literacy development occurs in multiple contexts through reading, writing, and the use of oral language;

4.4k a wide range of student literature and other texts written for students;

4.5k the importance of modeling and encouraging reading for pleasure and lifelong learning;

4.6k the difference between guided and independent practice in reading;

4.7k the importance of reading as a skill in all content areas;

4.8k the use of technology in promoting literacy; and

4.9k how to select, administer, analyze, and use results from informal and formal assessments of literacy acquisition, including assessments of phonological and phonemic awareness and alphabetic skills.

### **Application: What Teachers Can Do**

**Teachers of Students in Grades EC–6** The beginning teacher is able to:

4.1s provide instruction that focuses on concepts about print and functions of print, including book handling, parts of a book, orientation, directionality, and the relationships between written and spoken words;

4.2s assist young students in distinguishing letter forms from number forms and text from pictures;

4.3s provide multiple opportunities for young students to listen to and respond to a wide variety of student literature, both fiction and non-fiction, and to recognize characteristics of various types of narrative and expository texts;

4.4s talk with students about their favorite books;

4.5s engage students in story reading experiences and encourage young students to interact with others about stories;

4.6s provide many opportunities for students to read and write in order to develop an extensive reading and writing vocabulary;

4.7s assist young readers in selecting their own books for independent reading;

4.8s teach students about authors and their purposes for writing;

4.9s use formal and informal assessments of individual student's literacy development to plan, implement, and monitor instruction;

4.10s communicate with families about ways to enhance students' literacy development

4.11s communicate with other professionals and continually seek implications for practice from current research on literacy acquisition; and

4.12s use technology to help students access a wide range of narrative and expository texts.

**Standard XII.** Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce.

**Teacher Knowledge: What Teachers Know**

**Teachers of Students in Grades EC–6** The beginning teacher knows and understands:

12.1k characteristics and functions of different types of media (e.g., film, and print);

12.2k how different types of media influence and inform;

12.3k procedures and criteria for analyzing and evaluating visual images, messages, and meanings;

12.4k procedures for producing visual images, messages, and meanings to communicate with others;

12.5k instructional practices that promote students' ability to interpret, analyze, evaluate, and produce visual images, messages, and meanings;

12.6k grade-level expectations and procedures for assessing students' skills in interpreting, analyzing, evaluating, and producing visual images, messages, and meanings;

12.7k how to distinguish between denotative and connotative meanings; and

12.8k word origins and the understanding of historical influences on English wording meanings.

### **Application: What Teachers Can Do**

*Teachers of Students in Grades EC–6* The beginning teacher is able to:

12.1s use ongoing assessment and knowledge of grade-level expectations to plan instruction and to identify students' needs regarding the interpretation, analysis, evaluation, and production of visual images, messages, and meanings;

12.2s compare and contrast print, visual, and electronic media (e.g., films and written stories);

12.3s evaluate how visual image makers (e.g., illustrators, documentary filmmakers, political cartoonists, and news photographers) represent meanings and provide students with varied opportunities to analyze and interpret visual images;

12.4s teach students to analyze visual image makers' choices (e.g., related to style, elements, and medium) and evaluate how these choices help to represent or extend meaning;

12.5s use various instructional techniques to help students understand and distinguish between denotative and connotative meanings;

12.6s provide students with opportunities to interpret events and ideas based on information from maps, charts, graphics, video segments, and technology presentations, and to use media to compare ideas and points of view;

12.7s teach students how to select, organize, and produce visuals to complement and extend meanings;

12.8s provide students with opportunities to use technology to produce various types of communications (e.g., class newspapers, multimedia reports, and video reports) and help student assess how language, medium, and presentation contribute to the message;

12.9s communicate with families/caregivers about students' progress in developing skills for interpreting, analyzing, evaluating, and producing visual images, messages, and meanings and collaborate with them to promote development in these areas; and

12.10s collaborate with other professionals and continually seek implications for practice from convergent research about students' development of skills for interpreting, analyzing, evaluating, and producing visual images, messages, and meanings.

<b>SBEC Teacher Proficiencies</b>	<b>TEXES Competencies (EC-6)</b>	<b>Curricular Topics</b>
<b>Learner-Centered Knowledge:</b> The teacher possesses and draws on a rich knowledge base of content, pedagogy and technology to provide relevant and meaningful learning experiences for all students.	001 002 003 004	Reading Instruction Child Development Learning Theories Curriculum Development & Lesson Planning Special Populations
<b>Learner-Centered Instruction</b> To create a learner-centered community, the teacher collaboratively identifies needs and plans, implements, and assesses instruction using technology and other resources.	001 002 003 004 012	Reading Instruction Child Development Learning Theories Curriculum Development & Lesson Planning Special Populations
<b>Equity in Excellence for all learners</b> The teacher responds appropriately to diverse groups of learners.	004 011 012	Reading Instruction Curriculum Development & Lesson Planning Learning Theories Special Populations Parent conferencing
<b>Learner-Centered Communication</b> While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.	010	Parent Conferencing
<b>Learner-Centered Professional Development</b> The teacher, as a reflective practitioner dedicated to all students' success, demonstrates a commitment to learn, to improve the profession and to maintain professional ethics and personal integrity	010	Curriculum Development and Lesson Planning Parent Conferencing

### III. Course Topics

#### A. Language Development

1. semantic networking, visual schema
2. direct experiences vs. vicarious experiences
3. role of experiences and culture in language development

#### B. Theoretical Perspectives in Language Development

1. Nativist, Behaviorist, Cognitive Developmentalist, Interactionist
2. Implications for early childhood classrooms
3. Learning theories

#### C. Development of Language in early childhood: Infants, toddlers, preschoolers, Kindergarten and primary years

1. Stages of development
2. Verbal mapping, self-talk, inner-speech
3. Emergent Literacy
4. Exploration through reading and writing

5. Book use and characteristics
6. Texas Essential Knowledge and Skills Pre-K Guidelines and TEKS Grade K-3

*D. Language Assessment*

1. Observing, screening, diagnosing and documenting language needs
2. Formal and informal, reliability and validity
3. Authentic Assessment
4. Standards (TEKS)

*E. Communicative Disorders*

1. Addressing unique needs of language and communication disorders
2. Role of Special Education, ARD Process, IEP Development

*F. Fostering Language Development through Communication with Families*

1. Factors influencing family involvement
2. Cultural Diversity
3. Working around “work”
4. Role of parents/family members at school

Students will participate in traditional experiences involving lecture, discussions, and demonstrations.

Clinical experiences will be represented by both simulated experiences (demonstrations and role play) as well as actual field related experiences with students and educators/ professionals.

**Course Topic, Activities and Assessment**

**Language Development**

<p>Activities: Group semantic network display Graphophonic, semantic, syntactic, morphemic, pragmatic knowledge in lesson design</p>	<p>Assessment: Observation Journal of identifying language cueing systems in daycare setting</p>
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**Theoretical Perspectives in Language Development**

<p>Activities: Presentation of theory, theorist, and aspect of language development Cambourne’s Conditions of Learning</p>	<p>Assessment: Student designed lessons and classroom structures that reflect theories of language and learning</p>
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**Development of Language in Early Childhood: Infants, Toddlers, Preschoolers, Kindergarteners, Primary Years**

<p>Activities: Language Activity Boxes- Movement, Sensory and Visual Developing guidelines for enhancing language development for stages of maturation (TEKS) – Activity chart for crib mobiles, songs, book sharing, blocks, manipulatives and writing</p>	<p>Assessment: Book analysis of various developmental stages Community observation journal identifying language systems in preschool-primary age children Lesson Planning identifying state standards Audio taped session and analysis of toddler verbalization in home language</p>
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**Language Assessment**

<p>Activities: Small group development of informal oral checklist using the five aspects of language knowledge Interview: speech therapist/pathologist</p>	<p>Assessment: Peer review of checklist</p>
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**Communicative Disorders**

<p>Activities: Oral presentations on Hearing Difficulties, Articulation Disorders, Fluency Disorders, Language Delay, Cognitive Impairment, Autism</p>	<p>Assessment: Instructor review using oral presentation rubric (content and speaking objectives)</p>
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**Family Partnership**

<p>Activities: Simulated parent conferences, parent involvement panel discussion, sample newsletter design</p>	<p>Assessment: Peer and instructor review of conference sessions</p>
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## IV. Course Requirements:

### ***Required Resources***

Otto, B. (2014). *Language development in early childhood*. Fourth Edition. Upper Saddle River, NJ: Pearson.

Annenberg Learner: Teacher Resources and Professional Development Across the Curriculum  
<http://www.learner.org/resources/series162.html>

### ***Attendance and Participation***

Class attendance is required for each quiz date. Your exams will be taken at the site in which you registered and can include multiple choice, true false, definition of terms and essay responses.

### ***Web-Assignments and Activities***

Chapter activities and assignments will be posted on Blackboard. All assignments must be submitted in .doc or .docx format as Word documents in Blackboard. Do Not Email Assignments. Documents submitted in Microsoft works or other formats will not be accessible; therefore, not credited. All assignments will be due at a consistent time throughout the semester. Please do not ask for special consideration on due dates and times. I will not accept late work via email. **Take the time to edit your work.** As educators in training, it is important to be an effective writer of educational material. Your work should be free of spelling and grammatical errors, and should reflect *your* understanding. You should also be developing the ability to paraphrase information from textbooks and journals. If you must use the author's words verbatim, you need to properly cite their work. Assignments that are submitted with improper sentence structure, grammar and usage issues, and/or improper formatting will not receive credit. Each site has a writing center to support students writing needs. It may be necessary for you to request assistance from one of the tutors or directors during the course of the semester. You may pursue this support on your own or please feel free to schedule a time for me to assist in that collaboration with the writing center staff.

### ***Observations***

It is important for you all to secure a place for an observation during this semester. Suitable settings would be a public or private school, child care center (daycare or preschool facility) or even a church related program that includes infants, toddlers, and preschool as well as school aged children. This observation is best served as a culminating activity once you've covered most of the chapter content. You will be provided an observational checklist for developmental language growth to assist in your observation. You will also be asked to write a critique of what was observed and how it correlated to what you know about language development of young children. This critique should be a minimum of two double-spaced pages in length.

### ***Video Written Responses***

Several chapters will involve viewing a video segment related to literacy instruction via the Annenberg Media website. These segments will expose you to varied age groups and educational settings. After viewing the clip, you are responsible for submitting a written response. In some cases, I will pose specific questions. In others, you are to simply write a personal critique based

on the five components of language acquisition. A response is not a detailed summary, rather your personal reaction and application to what you have observed. Please identify as many incidence of specific language development as possible. This will become easier to recognize as you work through this course. You may also include any personal relevance the segment has to your personal experience with children or your teaching goals. Please include your name on each written response along with the title of the segment viewed.

### ***Professionalism***

This course also serves as an opportunity to demonstrate a professional attitude at all times. An educator demonstrates his/her professionalism in ways such as being on time, participating in and contributing to class activities, interacting appropriately with the instructor and other students, using mature judgment, exhibiting reliability and responsibility, and maintaining personal and professional integrity.

### **Grading Policy:**

Your final grade will be based on the following point system:

Quizzes	400 points
Written Responses	60 points
Observation & Critique	40 points
Total	500 points

*A: 450+, B: 449-400, C: 399-350, D: 349-325 F: <325*

#### *Reminders*

- Due dates are not negotiable. Please do not request special consideration of this policy.
- Quizzes must be taken on the scheduled day at the scheduled time. If you cannot be present to take a quiz on a specific date, arrangements must be made for you to take the quiz early and in the Uvalde site.
- When corresponding with me via email, please include your name either by identifying yourself in the text some personal addresses, are very difficult to decipher.

### **Academic Integrity:**

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct, for which a student is subject to penalty, includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. Plagiarism is unacceptable and, for the purpose of this course, is defined as using in part or in whole any material written or designed by someone other than the student, unless appropriate credit is given to the person or resource material used. This includes, but is not limited to: lesson plans found on the Internet, lessons provided by classroom teachers, materials located in any form of publication (workbooks, magazines, etc.), book reviews, or coursework completed by previous students. Disciplinary action for academic misconduct will first be considered by the faculty member assigned to the course and can result in failure of individual assignments and/or course credit.

*Sul Ross State University – Rio Grande College is committed to equal access in compliance with the Americans With Disabilities Act of 1973. It is the student’s responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact the Student Support Specialist on their campus.*

## V. Course Schedule:

Date	Topic	Date	Assignments
8/25	Welcome, Introduction & Syllabus		
9/1	Chapter 1 & 2 Language and Theory Bb Video – Written Response		Due 9/5
9/8	Chapter 3 Linguistic Diversity		Due 9/12
9/17	Quiz #1 (Chapters 1,2,3)		100 points
9/22	Chapter 4 & 5 Infants and Toddlers Bb Video – Written Response		Due 9/26
10/1	Quiz #2 (Chapters 4 & 5)		50 points
10/6	Chapter 6 & 7 Preschoolers Bb Video – Written Response		Due 10/10
10/ 15	Quiz #3 (Chapters 6 & 7)		50 points
10/20	Chapter 8 & 9 Kindergarten Bb – Written Response		Due 10/24
10/29	Quiz #4 (Chapters 8 & 9)		50 points
11/3	Chapter 10 & 11 Primary Bb Video – Written Response		Due 11/7
11/12	Quiz #5 (Chapters 10 & 11)		50 points
11/17	Chapter 12		Due 11/21
12/1	Chapter 13 Chapter 14 Bb Video – Written Response		Due 12/5
12/10	Quiz #6(Chapters 12, 13 & 14)		100 points