Sul Ross State University – Rio Grande College
EDUC 3308 Educational Language Acquisition and Emergent Literacy
Spring 2016—Dr. Tim Wilson
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Text:
Machado, Jeanne M. (2013). *Early Childhood Experiences in Language Arts: Early Literacy,* Tenth Edition. NY: Delmar.

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. Further, this course will review state approved resources and research as provided by the Texas Center for Reading and Language Arts.

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

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

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 supp ort 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.

SBEC Teacher Proficiencies	**TEXES Competencies (EC-6)**	**Curricular Topics**
Learner-Centered Knowledge: 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
Learner-Centered Instruction 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
Equity in Excellence for all learners The teacher responds appropriately to diverse groups of learners.	004 011 012	Reading Instruction Curriculum Development &Lesson Planning Learning Theories Special Populations Parent conferencing
Learner-Centered Communication While acting as an advocate for all students and the school, the teacher demonstrates effective	010	Parent Conferencing

professional and interpersonal communication skills.		
Learner-Centered Professional Development 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.

IV. Course Requirements:

Attendance and Participation

Class attendance is essential for successful completion of this course. This class will meet a total of 10 times. Each attendance will accumulate you 10 points which will comprise a 1/2 of your Daily grade for the class. As well, participation implies active contribution which is essential for optimal learning. Your ability to effectively participate in class will be significantly enhanced by appropriate preparation, which will include reading and reflecting on assigned chapters, articles, or other assigned materials.

Grading Policy:

Your final grade will be based on an average of the following.

2 Exams (Midterm/Final and Project)= 2/3 of grade

The two Exams and Project will comprise 1/2 of your Test average. These three assignment grades will count as 2/3rds of your total grade

Attendance/Participation and Daily Assignments will make up 1/3rd of grade

Grading Scale:
A=90-100
B=80-89
C=70-79
D=60-69
F=59 and below

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.

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.

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 in 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:

Chapter Schedule and Assignments for EDUC 3308

You must complete all of the assignments that accompany each chapter in the book. The activities you are to do are found at the end of each chapter. Also, there is a companion website that goes with the text and there is support information there and also an assignment to be done with each chapter. There will be a Vocabulary Quiz on blackboard for all the chapters due in a week. All assignments are due by 1:00 pm on the Monday of the week of the assigned work. Failure to turn in a chapter's assignments will result in a grade of 0.

These assignments must be sent to the following e-mail address. ed3308@gmail.com Use this e-mail address only for responses for the questions that accompany each chapter. Do not send them to my regular Sul Ross account. Use the Sul Ross account to ask and questions or voice any concerns. I will not accept the chapter assignments at the Sul Ross e-mail address.

Put the question number or letter and then answer the question on the e-mail itself, do not send attachments. Answer all questions assigned for each chapter on one e-mail. Make sure to provide your name and the chapter in the e-mail.

Assignments

Many of the assignments are found in the text at the end of each chapter. There is a Chapter Review section and a Student Activities section. Your questions will come from there. You will be provided with the questions with which you are to respond. All of the responses to each chapter are to be written on the e-mail and sent to the ed3308@gmail.com account. I will not open any attachments. There should be one e-mail per chapter will all the questions answered on the e-mail. Make sure on the subject line you write the chapter number. Also, make sure your name is on the e-mail. Often times your e-mail address does not include your name.

There will be one activity from the website which goes with the text. Go to the following website: **http://www.cengage.com/cgi-wadsworth/course_products_wp.pl?fid=M20bI&product_isbn_issn=9781111832612**. The vocabulary terms are there and the glossary will be very helpful to you. The tests on blackboard that are vocabulary based, so this information is beneficial.

Also, there will be a blackboard quiz over the chapter vocabulary. This will include all the chapters that are due for a specific class period. This will be a timed test. You may take it within the timeframe of the chapter(s) assigned. However, when you log in to take the quiz, you will have the time provided only for the quiz. There will be no opportunity to retake these quizzes. Do not ask. The test will conclude at the end of the allotted time and your score will be based on the questions answered.

Weekly Chapter Assignments
Text 10th Edition

January 19—In class

Discuss the syllabus and class assignments

January 26—In class

Chapter 1—Text pg. 38, questions D, F; blackboard quiz

February 2—In class

Chapters 2—Text pg. 70, questions A, F.

February 9—In class

Chapter 3—Text pg. 93, questions A, B, and Student Activities 3; blackboard quiz

February 16—In class

Chapter 4—Text pg. 113, questions 2, 3, 5.

February 23—In Class

Chapter 5—Text pg. 149, questions B, C, D, F; blackboard quiz; activity for Project

March 1—In Class

Chapter 6—Text pg. 189, questions B, C; blackboard quiz

March 8—Blackboard

Test over Chapters 1-6

March 22—In Class

Chapter 7—Text pg. 219, questions A, B, C; blackboard quiz; activity for Project

March 29—In Class

Chapter 8 and Chapter 9: Chapter 8—Text pg. 244, questions A, B, D, F; activity for Project; Chapter 9—Text pg. 295, questions A, C, D; blackboard quiz; activity for Project

April 5—Web assignment

Chapters 10 and Chapter 11 and Chapter 12: Chapter 10—Text pg. 321, questions A, C; activity for Project; Chapter 11—Text pg. 345, questions A, B, C; activity for Project; Chapter 12—Text pg. 355, A, B, C; blackboard quiz; activity for Project

April 12—Web assignment

Chapters 13 and Chapter 15 and Chapter 16: Chapter 13—Text pg. 394, questions A, B, C, D, E, J; activity for Project; Chapter 15—Text pg. 438, questions B, C; blackboard quiz; activity for Project; activity for project (drama); Chapter 16—Text pg., 484, question A, C, D, F, Student Activities 5; activity for Project;

April 19—Web assignment

Chapter 17 and Chapter 18 and Chapter 19: Chapter 17—Text pg. 521, questions C, D; blackboard quiz; Chapter 18—Text pg. 541, questions, A, D, E; Chapter 19—Text pg. 567 questions Student Activities 1; blackboard quiz

April 26—Blackboard

Final Exam (Chapters 7-13, 15-19)

May 3 and May 10—Presentations in Uvalde

Required Attendance Classes:

January 19, January 26, February 2, February 9, February 16, February 23, March 1, March 22, March 29, May 3 or May 10.

Each class date is worth 10 points. Attendance Grade will count 1/2 of your Daily Grade.