

**Sul Ross State University – Rio Grande College**  
**EDUC 3308**  
**Educational Language Acquisition and Emergent Literacy**  
**Summer, 2016**

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## **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

**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 VIII. Development of Written Communication:** Teachers understand that writing to communicate is a developmental process and provide instruction that help s young students develop competence in written communication.

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

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

8.1k predictable stages in the development of written language and writing conventions, including the physical and cognitive processes involved in letter formation, word writing, sentence construction, spelling, punctuation, and grammatical expression, while recognizing that individual variations occur;

8.2k writing processes, including the use of self-assessment in writing;

8.3k writing for a variety of audiences, purposes, and settings;

8.4k the differences between first draft writing and writing for publication;

8.5k appropriate instructional strategies and sequences for developing students' writing skills;

8.6k the development of writing in relation to listening, speaking, and reading, and know instructional strategies that connect these various aspects of language;

8.7k the similarities and differences between language (e.g., syntax and vocabulary) used in spoken and written English and how to help students recognize these similarities and differences to promote effective use of written English conventions;

8.8k the benefits of technology for teaching writing and writing for publication; and

8.9k informal and formal procedures for ongoing monitoring and assessment of writing development and writing conventions, and know how to use assessment results to help plan instruction for individuals and groups.

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

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

8.1s create an environment in which students are motivated to express ideas in writing;

8.2s teach purposeful, meaningful writing in connection with listening, speaking, and reading;

8.3s formally and informally monitor students' writing development and provide focused instruction to address students' individual strengths, needs, and interests;

8.4s provide instruction in various stages of writing, including prewriting, drafting, editing, and revising;

8.5s provide instruction in the use of available technology that facilitates written communication;

8.6s provide opportunities for students to write in a variety of forms and modes and for various purposes and audiences;

8.7s provide opportunities for students to self-assess both personal writings (e.g., for clarity, comprehensiveness, and interest to audience) and development as a writer and to elicit critiques from others;

8.8s communicate with families about students' development of written communication and ways to encourage students' written communication;

8.9s communicate with other professionals and continually seek implications for practice from current research about students' development of written communication; and

8.10s provide opportunities for students to conference with peers and the teacher.

**Standard X. Assessment and Instruction of Developing Literacy:** Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

**Teacher Knowledge: What Teachers Know**

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

10.1k appropriate uses and characteristics of screening devices, formal assessments (e.g., norm-referenced achievement tests and criterion-referenced state tests) and informal assessments (e.g., curriculum-based reading assessments and informal reading inventories) related to the development of literacy in young students;

10.2k formative and summative uses of assessment;

10.3k how to use multiple assessments and the results of these assessments to inform reading and writing instruction;

10.4k how to use assessment to determine when a student needs additional help or intervention to bring the student's performance to grade level, based on state content and performance standards for reading, writing, listening, and speaking that comprise the Texas Essential Knowledge and Skills (TEKS);

10.5k how students' use of self-evaluation and self-monitoring procedures can enhance literacy development;

10.6k the reciprocal nature of assessment and instruction and how to use assessment results to select appropriate instructional strategies and materials (e.g., basals, supplemental programs, and trade books) to ensure the literacy development of all students;

10.7k the importance of providing many opportunities for students to experience extended reading of narrative and expository texts; and

10.8k how to determine students' independent, instructional, and frustration reading levels and the importance of using this information when selecting materials for reading instruction for individual students and guiding selection of independent reading materials.

**Application: What Teachers Can Do**

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

10.1s use multiple assessments to plan instruction in and monitor the literacy development of young students;

10.2s analyze students' errors in reading and writing and use them as a basis for future instruction;

10.3s use ongoing assessments to determine when a child may be in need of classroom interventions or specialized reading instruction and develop an appropriate instructional plan;

10.4s communicate students' progress in literacy development to parents and other professionals through a variety of means, including the use of examples of students' work;

10.5s communicate instructional decisions based on research, assessments, and knowledge of students; and

10.6s collaborates with other professionals and continually seek implications for practice from convergent research about assessment of students' developing literacy.

<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

**Instructional Methods**

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:**

### ***Required Resources***

Machado, J.

### *Online Expectations*

### ***Quizzes***

This course will include several forms of assessment. Quizzes will be used weekly to assess text as well as discussion content. Quizzes can include true/ false, multiple choice and short answer questions.

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

This course is designed in split-web format, meaning that some of your course coverage will occur online. You will be provided a Split-Web Study Manual that will detail each assignment designated to individual chapters. Chapter activities and assignments will be posted on Blackboard. **Do Not Email Assignments.** All assignments should be submitted in .doc or .docx format as Word documents in Blackboard. 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. Late work will not be credited. Additionally, please 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 session. 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.

### ***Language Project***

Each student will be designated one of the developmental age groups that we cover in the text with which to create and demonstrate an activity that would address language development in one or more of the 5 areas of language knowledge. You will be graded on developmental appropriateness of the activity and your ability to demonstrate how the experience would nurture language development.

Portfolio (Study Manual Chapter Assignments)

### ***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	200 points
Split-Web Study Manual Chapter Assignments	100 points
Family Project Board w/Newsletter (Peer Reviewed)	50 points
<u>Language Project (Rubric)</u>	<u>50 points</u>
Total	600 points

A: 540+, B: 539-480, C: 479-420, D: 419-390 F: <390

#### *Reminders*

- In-class activities and assignments will not be turned in as “make-up” work. Please do not request special consideration of this policy.
- Attendance is taken at the beginning of class. Arriving late or leaving early can result in an absence. There is not a distinction between excused and unexcused absences.
- Please be prepared to begin class on time and stay through the duration of class. Entering and exiting after class has started serves as a disruption so please wait until a break to leave class.
- When corresponding with me via email, please include your name either by identifying yourself in the text or signing at your closing. University email addresses, as well as some personal addresses, are very difficult to decipher.
- As a courtesy to others, please keep cell phones on vibrate or silent mode. **Keep cell phones out of sight while you are in class.** If you are expecting a life changing phone call during the hours you are required to be in this class, consider taking an absence.

### **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:**

<i>Date</i>		
6/2/16	Syllabus/Course Review on Bb	
6/7/16	Class Meeting: Teleconference	
6/10/16	Section 1 Quiz	
6/17/16	Section 2 Quiz	
6/24/16	Section 3 Quiz	
6/28/16	Language Project and Portfolio Review: Del Rio	
6/30/16	Language Project and Portfolio Review: Eagle Pass	
5/5/16	Section 4 Quiz	