

Sul Ross State University

Department of Education

ED 3308 Spring 2017

Language Acquisition and Emergent Literacy

Monday/Wednesday 12:30-1:45 p.m.

Instructor: Diana Rodriguez

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Office Hours: M/W 9:00 a.m. -12:00 noon
T/TR 10:00a.m.-12:00 noon

Course Description:

Education Specialization. A course in language acquisition in children. Developmentally appropriate activities, diversity, and individual learning styles found in the educational setting are discussed as they facilitate language and literacy in young children. Includes 20 hours of field experience.

Required Textbooks:

Machado, Jeanne M. (2013). *Early Childhood Experiences in Language Arts*, 10th Edition.
ISBN: 10:111-83261-7 and/or ISBN: 13:978-1-111-83261-2

Material/Supplies:

- Binder

You will need to create an organized binder for this course. I will not micro-manage the organization of this binder. However, it must be supplied with ALL the materials/articles/assignments/notes created/utilized in this course. You must be organized as it will serve as a resource for your final, but more importantly, it will be a useful resource in your professional life as a teacher.

Program Learning Outcomes

The graduating student will be able to:

- Write a lesson plan that is developmentally appropriate for students.
- Create a positive classroom environment.
- Teach developmentally appropriate lessons.
- Adhere to the legal and ethical requirements for teachers.

Student Learning Outcomes:

The students will be able to:

- List and explain theories of language acquisition
- Describe strategies used in teaching language
- Create teaching tools used in teaching language
- Analyze environment and socialization factors on language development
- Integrate language arts content into the total curriculum

Course Objectives:

Students will read, reflect on, examine, analyze, observe, and evaluate a variety of resources relating to the *Course Standards* listed below.

TExES Competencies Addressed: Generalist EC-6

Domain I—English Language Arts and Reading (Approximately 28% of the TExES exam; 75 questions; 1hr 45 min.).

ENGLISH LANGUAGE ARTS AND READING EC-6 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.

ENGLISH LANGUAGE ARTS AND READING EC-6 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.

ENGLISH LANGUAGE ARTS AND READING EC-6 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 the printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.

ENGLISH LANGUAGE ARTS AND READING EC-6 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.

ENGLISH LANGUAGE ARTS AND READING EC-6 STANDARD V:

Word Analysis and Decoding: Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.

ENGLISH LANGUAGE ARTS AND READING EC-6 STANDARD VI:

Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.

ENGLISH LANGUAGE ARTS AND READING EC-6 STANDARD VII:

Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension and teach young students strategies for improving comprehension.

ENGLISH LANGUAGE ARTS AND READING EC-6 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.

Course Format: A variety of approaches will be included in the course that includes discussion, small group, presentation, student presentation, lecture, gathering assessment data, and observation.

Field Experience Requirements PRIOR to Observations:

- DPS Computerized Criminal History (CCH) Verification

Prior to beginning your 10-hour Field Experience Observations in the Alpine Public Schools, you are required to have a computerized criminal history background check. Please complete a DPS form in class and return it to me or deliver it Ms. Marsha Roach at the AISD Administration Offices, 704 W. Sul Ross Avenue.

- VIPS Program Application

Prior to beginning your 10-hour Field Experience Observations in the Alpine Public Schools, you are required to complete an Alpine ISD VIPS Program Application. In the Volunteer Opportunities section, check "Other: SRSU Classes - Observation." Please complete the VIPS form and return it to me. You can access and print the form under the Course Forms link.

If you are a Midland College (MC) student, you will need to make contact with a school administrator. You are to provide me with written approval. The written approval can be in the form of an email or mailed letter. No phone calls. I need a hard copy that documents/authorizes you to be on an ISD campus.

Texas Administrative Code

<u>TITLE 19</u>	EDUCATION
<u>PART 7</u>	STATE BOARD FOR EDUCATOR CERTIFICATION
<u>CHAPTER 228</u>	REQUIREMENTS FOR EDUCATOR PREPARATION PROGRAMS
RULE §228.30	Educator Preparation Curriculum

(a) The educator standards adopted by the State Board for Educator Certification (SBEC) shall be the curricular basis for all educator preparation and, for each certificate, address the relevant Texas Essential Knowledge and Skills (TEKS).

(b) The curriculum for each educator preparation program shall rely on scientifically-based research to ensure teacher effectiveness and align to the TEKS. The following subject matter shall be included in the curriculum for candidates seeking initial certification:

- (1) the specified requirements for reading instruction adopted by the SBEC for each certificate;
 - (2) the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics);
 - (3) child development;
 - (4) motivation;
 - (5) learning theories;
 - (6) TEKS organization, structure, and skills;
 - (7) TEKS in the content areas;
 - (8) state assessment of students;
 - (9) curriculum development and lesson planning;
 - (10) classroom assessment for instruction/diagnosing learning needs;
 - (11) classroom management/developing a positive learning environment;
 - (12) special populations;
 - (13) parent conferences/communication skills;
 - (14) instructional technology;
 - (15) pedagogy/instructional strategies;
 - (16) differentiated instruction; and
 - (17) certification test preparation.
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Source Note: The provisions of this §228.30 adopted to be effective July 11, 1999, 24 TexReg 5011; amended to be effective October 12, 2003, 28 TexReg 8608; amended to be effective December 14, 2008, 33 TexReg 10016

ASSINGMENT DESCRIPTIONS

All assignment/tasks must be completed based on topics assigned for each chapter **by MIDNIGHT** on the due date. **Read and follow the instructions for each assignment.** FYI: Not ALL assignments are due on Sunday and Monday. It is your responsibility to keep up with assignments and due dates. Some assignments require observation time. Some assignments require a written critique, some assignments are Journals posted to Blackboard, etc.... Assignments vary from chapter to chapter, so read assignment descriptions, manage, and schedule YOUR time wisely in order to stay on track with course requirements. **USE COMPLETE SENTENCES FOR ALL ASSIGNMETNS... If you want an "A", use correct APA format to support thoughts/conclusions/claims by citing the course textbook/articles.**

Field Experience/ Essay/Report

Task: You will spend a total of 20 hours in the field. You will be required to have the cooperating teacher(s) initial each hour to verify each observation. You will observe a child's language at Alpine Elementary (pre-school classroom). If you are a Midland College student, you need to make your own arrangements to find a site (pre-k; student ages 4 to 5 years old). While you are at the site, you will evaluate one (1) student's language development **over this semester** (The dates on your field log must incorporate a longitudinal (over the semester) study of a student's language development (**OVER TIME**)). This means that you need to observe **ONCE/WEEK** and your cooperating teacher will initial your log **EACH** week. At the conclusion of your 20 hours of observation, you will write a 5-10 page essay detailing your experience and reflecting on the developmental growth of the child's language (over the course of the semester/ 2 ½ - 3 month time period). ***You will receive HALF credit for field experiences that do not show longitudinal student observations (less than 2 ½ months).** Specific details you will need to observe, log and respond to in your Field Experience Essay:

- The child's use of language in small groups (APA header 1)
- The child's use of language in large groups (APA header 2)
- The child's use of language on the playground (APA header 3)
- The child's use of language in relation to the teacher(s) (APA header 4)
- The child's use of language in relation to peers (APA header 5)
- The child's use of language in another school setting/your choice. (APA header 6)

It is extremely important that you write down what activities were observed that day--arrival, departure, free play, art, circle time, language activity, drama center, transitions, outdoor play, big room play, lunch, snacks, music, learning centers, etc. (**There should be several.**) Written responses as well as the child's language response to stories read aloud to them are important features of language development and should be noted. Cover your child's development of language thoroughly. Initial each entry. By the last day that observation hours can be completed, **BE SURE TO PUT YOUR FINAL TOTAL OF HOURS** (ex. "20 hours 15 minutes") **AND PUT YOUR COMPLETE SIGNATURE AT THE BOTTOM OF THE SHEET. Verification Log Sheets will be due WEEK 15.** If you are a Midland College Student, I will need to you to scan and email your sheet. When you complete each observation, have your cooperating teacher initial your verification log sheet. I recommend that you observe in two-hour increments. **NO CREDIT for the course will be given to students who do not complete 20 hours of observation. NO CREDIT will be granted if the verification log sheet is not initialed by the cooperating teacher(s).** **FYI:** Creating false observation notes and making false entries on sign-in sheets are violations of SRSU ethics guidelines. **Log sheet are audited** and confirmed with the cooperating teacher by the professor. These policies are strictly enforced. Students are responsible for knowing and following these procedures. **** You are welcome to volunteer and help the teacher!** Start creating professional networks/references.
Reminders: Field experience Report/ Essay is **DUE: WEEK 14, Sunday, April 30 by midnight/Blackboard.**
Field Verification Log Sheets with teacher initials and student signatures are **DUE: May 1 in class.**

Discussion Board: Class participation on-line. Participation should meet the following criteria:

- Use Blackboard as well as other social communication tools to provide input, reflections, and other assignments.
- Demonstrate preparation and willingness to engage in discussion about your work and actively do so with other students regarding their work in a respectful, reflective, and constructive manner.
- Proactive and respectful engagement in all class activities (again, both in-person and on-line), including communication with fellow classmates.
- Contribute to your classmates' learning through active conversation and constructive feedback.
- Demonstrate understandings of core readings through interpretation, application, reflection, and analysis.

One of the major goals in education is to instill in each student an understanding of and a capacity for scholarship, independent judgment, academic rigor, and intellectual honesty. Faculty and education students have a shared obligation to work together to foster this goal. The course has been carefully constructed so that each student has the opportunity to achieve each of the stated standards and learning outcomes. Students are expected to become familiar with course materials and to make note of questions, inconsistencies, areas of interest, and connections found to readings and peer feedback.

You will share your Primary Posts (journals & assignments) and Peer Response Posts (discussion) throughout the course on the Discussion Board. This will allow you to build an intellectual community with your classmates. Initial journal posts are due on Sundays by midnight (view syllabus for specific due dates) and one peer response post is the next day (Mondays by midnight).

(Late posts will receive NO credit). Peers are counting on your effort, time and responsibility.

Chapter 1: "Beginning of Communication" Journal #1: Primary Post and Peer Post on Discussion Board.

Primary Post: Due: **Sunday**, Jan. 22/ WK 1 by midnight.

Peer Post: Due: **Monday**, Jan. 23/midnight.

Task 1: **Primary Post/Journal #1:** (75 words minimum/ 250 words maximum) based on the following:

To promote infant (six to twelve months) speech growth, name FIVE useful adult techniques.
Type complete sentences.

Task 2: **Peer Response Post/ Journal #1:** (75 words minimum/ 250 words maximum).

GUIDELINES: Peer feedback/assessment is a tool designed to facilitate the objective, analytical, and learning comprehension skills of students. Reviewing the work of fellow students through criteria-based reference evaluation allows constructive feedback. The constructive feedback that students give to and receive from their peers can enhance their comprehension of the subject material and provide valuable insights into their own efforts.

What you must do to receive full credit on the Peer Response Post:

1. Read your Peer's "Primary Post/Journal" with an analytical eye.
2. Provide your peer with constructive feedback (Peer Post) that poses:
 - Ideas, Questions, Answers, Thoughts, etc.
 - Provide APA cited evidence to support your findings/ thoughts/conclusions/claims (250-400 words). Use articles or the textbook.

Chapter 2: "The Tasks of the Toddler"

Journal #2: Observing an the Language Learner/ Post on Discussion Board under “Journal #2”.

Primary Post: Due: **Sunday**, Feb. 19/ WK 5 by midnight

Peer Post: Due: **Monday**, Feb. 20/WK 6 by midnight

Task: Observe a preschooler who is learning language/English in a preschool classroom then write a sentence or two to answer the questions below. Do not interact with the child or share your question sheet with anyone but the teacher. Observe for a half hour period. FYI: This should not be the same child that you will observe for the semester. Talk to your cooperating teacher on the campus and make arrangements to find and observe a student who is a Language Learner for this assignment. Post complete sentences... Organize your post in a Word Document/ essay format. Attach your document. Create your own APA level 2 headers for this essay/assignment/Primary Post.

Things to Investigate—Gathering Data:

- Is the child using his native language in the classroom?
- Does the child try to speak only English?
- Does the child have many opportunities to speak and listen?
- Are the child’s English words clear?
- Is the child socially connected rather than a loner?
- Would you describe the child as emotionally uptight?
- Does the early childhood center offer lots of “talking together” times when a relaxed, “accept-any-form-of-a-child-communication” atmosphere exists?
- Is the child’s overall physical (motor) development about the same as peers?
- Do teachers use physical gestures to communicate?
- Are activities planned that involve imitating sounds?
- Do other children in the class initiate play with this child?
- Does the child use any stock phrases to get what he wants?
- What seems to be the child’s favorite activity?
- Are any of his teachers bilingual in the child’s language?
- What suggestions do you have to make this child’s learning English any easier?

Chapter 3: “Preschool Years”

Article Review #1: Preschool Years Article Review/ Post on Discussion Board under “Article Review #1”.

Do not type your essay directly into the Discussion Board Canvas.

- Attach your essay as a Word Document. (Make sure your link is working).
- Attach the article.

Primary Post/ Article Review #1: Due: **Sunday**, February 5/ WK 3 by midnight.

Peer Response Post/ about Article Review #1: Due: **Monday**, February 6 by midnight.

Task: Every well-written professional journal research piece has these four parts:

Introduction
Methodology
Results
Discussion

Use the SRSU Library Database to find a PEER REVIEWED article on the topic of “**Preschool Years**”.

Submit both your Article Review/Critique AND the PDF Full Text Article to the Discussion Board.

Reminder: Review the “Written Assignments” section of this syllabus for format information and the Rubric for expectations. Remember “A” equals APA format.

Your critique should be divided in **two sections**:

- 1) A summary of the four sections, EACH with its own subheading, AND
- 2) A second part which is the critical review (analysis) answering the following questions: answer ALL questions.

- Was the methodology done scientifically with accepted methods of scientific inquiry?

- How did you judge the results?
- Were the results legitimate or were they arrived at in a questionable fashion?
- Could the study be replicated?
- Does this study help practitioners in the classroom? How?
- Was the body of knowledge truly added to this research or was it just “fluff”?
- What were two key take aways?

Your second section should ultimately be twice as long as the first. That gives you a standard.

Chapter 4: “Growth Systems Affecting Early Language”

Journal #3: Primary Post and Peer Post on Discussion Board under “Journal #3”.

Primary Post: Due: **Sunday**, February 5/ WK 3 by midnight.

Peer Post: Due: **Monday**, February 6 by midnight.

Task: (75 words minimum/ 250 words maximum) based on the following:

Visual literacy, the ability to consider meaning conveyed from images rather than text, is an important literacy skill and should be included in young children’s curriculum because...

- Be specific and cite the text.
- Be specific and share a strategy/idea/procedure on how you could apply visual literacy in your classroom.

Chapter 5: “Understanding Differences”

Task: No assignment task; only **take the Chapter 5 Quiz on Blackboard.**

Chapter 6: “Achieving Language and Literacy Goals through Programming”

Lesson Plan #1: Create a lesson plan using the SRSU Lesson Plan Template (Blackboard under “Course Forms”).

Submit the Lesson Plan on Blackboard under the “Assignment Submissions” Link.

DUE: Tuesday, February 14/ WK 5 by midnight

Task: Write a clear objective using the four-part formula that I will provide in class during WEEK 4. Your Lesson Plan should revolve around language and literacy (ELA TEKS), and it should be developmentally appropriate. Reminder: **bring a hard copy of this Lesson Plan to class on Wednesday, February 15.** These lesson plans will be discussed in class.

Chapter 7: “Promoting Language and Literacy”

Task: No assignment task; only **take the Chapter 7 Quiz on Blackboard.**

Chapter 8: “Developing Listening Skills”

Task: No assignment task; only **take the Chapter 8 Quiz on Blackboard.**

Chapter 9: “Children and Books”

Due: Wednesday, March 1- bring Self-Authored Picture Book (book artifact) and Reading Rate Sheet to class.

If you are a Midland College Student, you must SCAN and EMAIL your BOOK and READING RATE SHEET on the due date by midnight. Additionally, you will bring your artifacts to class Wednesday, March 1/ WK 7.

Task: Choose a Kindergarten ELA TEK to Create a “Self-Authored Picture Book” and read it aloud to a Pre-K class (You can make arrangements with the cooperating teacher or the school librarian (Mrs. Jennifer Mustain). It is your responsibility to make contact and schedule a read aloud of your book in a timely manner. No shows will be reported to me and you will NOT receive credit for this assignment. In the field of education, we must be **reliable and professional.** Make sure you sign in at the school. Continued...next page.

Read Chapter 9 for ideas in creating your book. Share it with a small group of young children. Share results, outcomes, and your feelings with fellow classmates. Additionally, you must create a Word Document of the “Picture-book reading rate sheet” found on page 299 in your textbook. The cooperating teacher who shares her students with you will need to complete the rate sheet while you conduct your Read Aloud. **Bring this sheet with you to class on Wednesday, March 1, 2017. Make sure you create a signature line for the cooperating teacher to sign. No signature= No credit.**

Chapter 10: “Storytelling

Task: Work on your “Self-Authored Picture Book”

Midterm: Wednesday, March 8/WK 8. The midterm will be over Chapters 1-10 in your textbook.

A midterm review will be held during class on Monday, March 6. Be present...

Chapter 11 AND Chapter 12: “Storytelling through Poetry and/or Flannel (felt) Boards”

Task: Article Review #2

Article Review #2: Storytelling with Poetry and/or Flannel Boards

Due: April 2/WK 10 by midnight. Post on Blackboard/ Discussion Board under “Article Review #2”.

Do not type your essay directly into the Discussion Board Canvas.

- Attach your essay as a Word Document. (Make sure your link is working).
- Attach the article.

Primary Post/ Article Review #2: Due: **Sunday**, April 2/ WK 10 by midnight.

Peer Response Post/ about Article Review #2: Due: **Monday**, April 3 by midnight.

Use the SRSU Library Database to find a PEER REVIEWED article on the topic of “Storytelling with Poetry **OR** Storytelling with Flannel Boards”.

When you submit your Article Review/Critique also upload the PDF Full Text Article on DB.

Reminder: Review the “Written Assignments” section of this syllabus for format information.

Task: Every well written professional journal research piece has these four parts:

Introduction
Methodology
Results
Discussion

Your critique should be divided in **two sections**:

1) A summary of the four sections, EACH with its own subheading, AND

2) A second part which is the critical review (analysis) answering the following questions: Answer all questions.

- Was the methodology done scientifically with accepted methods of scientific inquiry?
- How did you judge the results?
- Were the results legitimate or were they arrived at in a questionable fashion?
- Could the study be replicated?
- Does this study help practitioners in the classroom? How so?
- Was the body of knowledge truly added to this research or was it just “fluff”?
- Discuss two take aways.

Your second section should ultimately be twice as long as the first. That gives you a standard.

Chapter 13 AND 14: “Realizing Speaking Goals and Group Time”

Task: Work on Article Review #2 (Primary Post and Peer Response Post)

Chapter 15 AND 16: “Puppetry and Beginning Drama Experiences and Early Knowledge and Emerging Interest”

Task: No assignment task; only take Chapter 15 and Chapter 16 quizzes.

Chapter 17: "Reading and Preschoolers"

Journal #4: Post a journal on Discussion Board under "Journal #4".

Primary Post/ Journal #4: Due: **Sunday**, April 16/WK 12 by midnight.

Peer Response Post/ about Journal #4: Due: **Monday**, April 17 by midnight.

Task: (75 words minimum/ 250 words maximum) based on the following:

In complete sentences, discuss the early childhood teacher's role in reading. Be specific and cite your text. Use APA "IN-TEXT" CITATIONS.

Chapter 18: "Developing Literacy Environments"

Task: Work on Field Experience Observation/ Report

Chapter 19: "The Parent-Centered Partnership"

Task: No assignment task; only take the Chapter 19 quiz.

ASSIGNMENT SCHEDULE and GRADING GUIDELINES/POLICIES

Chapter Quizzes (19 total)	570 Points	Review Due Dates found in Course Content
Journals/Primary Post & Peer Response Post (4 each)		
Journal #1/Peer Post/	10 Points	Due: Primary Post/ Jan. 22 by midnight/WK1 Peer Post/Jan. 23 by midnight
Journal #2/Observation/Peer Post	20 Points	Due: Primary Post/ Feb.19 by midnight/WK5 Peer Post/Feb. 20 by midnight
Journal #3/Peer Post/	10 Points	Due: Primary Post/Feb. 5 by midnight/WK3 Peer Post/Feb. 6 by midnight
Journal #4/Peer Post	10 Points	Due: Primary Post/ April 16 by midnight/WK12 Peer Post/ April 17 by midnight
Literacy Lesson Plan	30 Points	Due: Feb. 14 by midnight/ Tuesday/WK 5
Article Reviews (2 Total)		
Article Review #1	30 Points	Due: Primary Post/ Feb. 5 by midnight/ WK 3 Peer Post/ Feb. 6 by midnight
Article Review #2	30 Points	Due: Primary Post/April 2 by midnight/WK10 Peer Post/April 3 by midnight
Self-Authored Book	50 Points	Due: March 1 in Class/ WK 7/ Wednesday
Reading Rate Sheet (for Self-Authored Book)	25 Points	Due: March 1 in Class/ WK 7
Midterm Exam	65 Points	Due: March 8/ WK 8
Field Experience Report/Essay	50 Points	Due: April 30/Sunday/ WK 14 by midnight
Field Verification Log Sheet	25 Points	Due: May 1 in Class/Email MC students
Final Exam	75 Points	Due: May 9/ Tuesday 12:30 p.m.– 2:30 p.m.
Total: 1000 Points		

CHAPTER QUIZZES

You will take 19 chapter quizzes on Blackboard worth a total of 570 points. All quizzes must be completed on the due date by midnight. If quiz dates change, the instructor will inform you in a timely manner. Each quiz is worth 30 points and consists of 20 questions. **Make sure you read the chapters.** You will have 35 minutes to complete the quizzes. After 35 minutes, the quiz will automatically submit. If you are satisfied with the grade on your first attempt, you do not need to make a second attempt. However, after the second attempt, I will take the average of the two attempts for a final quiz grade. The quizzes are available on Blackboard under the “Assignments Link”. When the due date and time expire, the link will no longer be active. **(ALL QUIZZES DUE BY MIDNIGHT)**

Chapter	Due Date	Chapter	Due Date
Chapter 1	Jan. 22	Chapter 11	March 26
Chapter 2	Jan. 29	Chapter 12	March 26
Chapter 3	Feb. 5	Chapter 13	April 2
Chapter 4	Feb. 5	Chapter 14	April 2
Chapter 5	Feb. 12	Chapter 15	April 9
Chapter 6	Feb. 12	Chapter 16	April 9
Chapter 7	Feb. 19	Chapter 17	April 16
Chapter 8	Feb. 19	Chapter 18	Apr. 23
Chapter 9	Feb. 26	Chapter 19	May 7
Chapter 10	Feb. 26		

COURSE CONTENT AND ASSIGNMENTS

NOTE: You must check your Blackboard account at least once a day. It is your responsibility to keep up with announcements, updates, and emails for the course. This is a consistent way to communicate and be successful in the course.

NOTE: Complete assigned readings and homework prior to class and bring them with you.

Late Assignments: It is anticipated that all of your work will be turned in on time; please review the syllabus for assignment due dates and scheduled time slots for reading assessments, reports and exams. If an emergency arises, please contact me to make arrangements. If you are absent it is your responsibility to get assignment information from a classmate. If you want an “A” in this course, you must submit scholarly work that supports your thoughts/conclusions/claims using research/text in APA format.

FYI: It is expected that you read the textbook chapters PRIOR to attending class.

ECELA: (*Early Childhood Experiences in Language Arts*)

WEEK 1	Due Sunday, January 22 by midnight:
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- Chapter 1 Quiz
- Primary Post/Journal #1

Due Monday, January 23 by midnight:

- Peer Response Post/ Journal #1

Wed./ Jan. 18	Course Overview/ Introduction to Class
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WEEK 2	
	<ul style="list-style-type: none"> • Begin arrangements for Journal #2/DB: • ---Primary Post: Due: February 19 WK 5 by midnight • ---Peer Post: Due: Feb. 20 WK 6 by midnight <p>Due: Sunday, January 29 by midnight:</p> <ul style="list-style-type: none"> • Chapter 2 Quiz, by midnight.
Mon./ Jan. 23	<p>Theme: Language Development: Emerging Literacy in the Young Child</p> <p>Learning Topics: Beginning of Communication</p> <p>Discussion: Chapter 1 Readings and Posts</p> <p>Reminder: Read each chapter PRIOR to attending class.</p>
Wed./ Jan. 25	<p>Learning Topics: The Tasks of the Toddler</p> <p>ECELA Chapter 2: Read</p> <p>Discuss Chapter 2</p>
WEEK 3	
	<p>Due Sunday, February 5 by midnight:</p> <ul style="list-style-type: none"> • Primary Post/Journal #3 (Chapter 4: Review assignment description) • Chapter 3 Quiz • Chapter 4 Quiz • Article Review #1 as a Primary Post (upload Word Doc Essay and Article on DB) <p>Due Monday, February 6 by midnight:</p> <ul style="list-style-type: none"> • Peer Response Post about Article Review #1 • Peer Response Post about Journal #3 <p>FYI: I will begin contacting your cooperating teacher.</p> <ul style="list-style-type: none"> • Create a consistent observation schedule/calendar. • Bring me a hard copy Wednesday, February 1.
Mon./ Jan. 30	<p>Learning Topics: Preschool Years</p> <p>ECELA Chapter 3: Read</p> <p>Article Review #1 & APA will be discussed today.</p>
Wed./ Feb. 1	<p>Learning Topics: Growth Systems Affecting Early Language</p> <p>ECELA Chapter 4: Read</p>

<p>WEEK 4</p>	<p>Due Sunday, February 12 by midnight:</p> <ul style="list-style-type: none"> • Chapter 5 Quiz • Chapter 6 Quiz <p>FYI: Begin scheduling and planning your “Self-Authored Read Aloud” assignment for WEEK 7.</p> <p>Reminder: No excused absences unless you have a Dr. note.</p>
<p>Mon./ Feb. 6</p>	<p>Theme: Language and Literacy Programs: Recognizing Diverse Needs and Goals</p> <p>Learning Topics: Understanding Differences</p> <p>ECELA Chapter 5: Read</p> <p>Discuss Lesson Planning: TEKS, Objectives (formula)</p>
<p>Wed./ Feb. 8</p>	<p>Learning Topics: Achieving Language and Literacy Goals through Programming</p> <p>ECELA Chapter 6: Read</p> <p>Discuss Lesson Planning: assessment, procedures</p>
<p>WEEK 5</p>	<p>Due Tuesday, February 14 by midnight:</p> <ul style="list-style-type: none"> • Lesson Plan #1 (Review assignment description for details and submission) • (BRING A HARD COPY of the Lesson Plan to class on Wednesday/2/15.) <p>Due Sunday, February 19 by midnight:</p> <ul style="list-style-type: none"> • Chapter 7 Quiz • Chapter 8 Quiz • Journal #2/Observation: Primary Post on Discussion Board. <p>Due Monday, February 20 by midnight:</p> <ul style="list-style-type: none"> • Journal #2/Observation: Peer Response Post on Discussion Board. <p>FYI: Have you scheduled and planned your “Self-Authored Read Aloud” assignment for WEEK 7? No excused absences unless you have a Dr. note.</p>
<p>Mon./ Feb. 13</p>	<p>Learning Topics: Promoting Language and Literacy</p> <p>ECELA Chapter 7: Read</p> <p>Discuss Lesson Planning Questions... Peer Review Lessons in Class...</p>
<p>Wed./ Feb. 15</p>	<p>Learning Topics: Discuss Completed Lesson Plans</p> <p style="padding-left: 40px;">Developing Listening Skills</p> <p>ECELA Chapter 8: Read</p>

WEEK 6	<p>Due Sunday, February 26 by midnight:</p> <ul style="list-style-type: none"> • Chapter 9 Quiz • Chapter 10 Quiz <p>Due Wednesday, March 1 (Next Week/7) in class:</p> <ul style="list-style-type: none"> • Self-Authored Picture Book (read assignment description for details) • Briefly share your TEK and book with the class. Max: 5 Min. <p>FYI: Make sure you are observing and staying on schedule.</p>
Mon./ Feb. 20	<p>Theme: Literature and Other Language Arts Areas Learning Topics: Children and Books ECELA Chapter 9: Read</p>
Wed./ Feb. 22	<p>Learning Topics: Storytelling ECELA Chapter 10: Read</p>
WEEK 7	No excused absences unless you have a Dr. note.
Mon. / Feb. 27	<p>Workshop Day: You will work on the Self-Authored Books assignment. Bring your own needed materials to class today.</p>
Wed. / March 1	<p>Self-Authored books and Read Aloud experience will be discussed today. FYI: No Quiz this week. Due in class Today: Self-Authored Book and Reading Rate Sheet</p>
WEEK 8	Midterm Week
Mon./ March 6	Midterm Review
Wed. / March 8	Midterm Exam – Chapter 1-10--More information will be given in class.
March 13-19 SPRING BREAK---NO CLASSES---	
WEEK 9	<p>Due this Sunday, March 26 by midnight.</p> <ul style="list-style-type: none"> • Chapter 11 Quiz • Chapter 12 Quiz <p>Due Sunday, April 2 by midnight (Next Week):</p> <ul style="list-style-type: none"> • Article Review #2/Primary Post on Discussion Board (Review description) <p>Due Monday, April 3 by midnight:</p> <ul style="list-style-type: none"> • Peer Response Post about Article Review #2 on Discussion Board

Mon./ March 20	<p>Learning Topics: Discuss Article Review #2 Poetry ECELA Chapter 11: Read</p>
Wed./ March 22	<p>Learning Topics: Flannel (Felt) boards and Activity Sets ECELA Chapter 12: Read</p>
WEEK 10	<p>Due Sunday, April 2 by midnight:</p> <ul style="list-style-type: none"> • Article Review #2/Primary Post on Discussion Board (Review assignment) • Chapter 13 Quiz • Chapter 14 Quiz <p>Due Monday, April 3 by midnight:</p> <ul style="list-style-type: none"> • Peer Response Post about Article Review #2 on DB
Mon./ March 27	<p>Theme: The Growth of Speech and Expression</p> <p>Learning Topics: Realizing Speaking Goals</p> <p>ECELA Chapter 13: Read</p>
Wed./ March 29	<p>Learning Topics: Group Time</p> <p>ECELA Chapter 14: Read</p>
WEEK 11	<p>Due Sunday, April 9 by midnight:</p> <ul style="list-style-type: none"> • Chapter 15 Quiz • Chapter 16 Quiz
Mon./ April 3	<p>Learning Topics: Puppetry and Beginning Drama Experiences</p> <p>ECELA Chapter 15: Read</p>
Wed./ April 5	<p>Theme: Writing and Reading: Natural Companions</p> <p>Learning Topics: Print—Early Knowledge and Emerging Interest</p> <p>ECELA Chapter 16: Read</p>
WEEK 12	<p>Due Sunday, April 16 by midnight:</p> <ul style="list-style-type: none"> • Chapter 17 Quiz • Journal #4/Primary Post (Review assignment description) <p>Due Monday, April 17 by midnight:</p> <ul style="list-style-type: none"> • Peer Response Post/ Journal #4
Mon./ April 10	<p>Learning Topics: Reading Preschoolers</p> <p>ECELA Chapter 17: Read</p>

Wed. / April 12	ECELA Chapter 17 Continued...
WEEK 13	Due Sunday, April 23 by midnight: <ul style="list-style-type: none"> • Chapter 18 Quiz • Last week to conduct observations in the field. ***
Mon./ April 17	Theme: Environments, Family and Partnerships Learning Topics: Developing Literacy Environments ECELA Chapter 18: Read
Wed./ April 19	Workshop Day: In the field to finish Field Experience Make sure you have scheduled observation time with your cooperating teachers.
WEEK 14	No excused absences unless you have a Dr. note. Due Sunday, April 30 by midnight (next week): <ul style="list-style-type: none"> • Field Experience Report/ Essay
Mon. / April 24	Workshop Day: Bring Laptops to class today. Work on Field Experience Reports/Essay.
Wed. / April 26	Workshop Day: Bring Laptops to class today to work on Field Experience Reports/Essay. Due Sunday: Field Experience Report/Essay by midnight on April 30.
WEEK 15	Due Sunday, May 7 by midnight: <ul style="list-style-type: none"> • Chapter 19 Quiz
Mon./ May 1	ECELA Chapter 19: The Parent-Centered Partnership FYI: This class day may be modified...TBA. Due Today in class: Field Experience Log (teacher initials for all 20 hours). <ul style="list-style-type: none"> • Make a copy for your records.
Wed./ May 3	Last Class Day/ Finals Review
MAY 4-5	---DEAD DAYS---
WEEK 16	---FINALS WEEK----
Mon. / May 8	NO CLASS!!!
Tuesday./ May 9	Final Exam: 12:30p.m.- 2:30 p.m.

Most assignments are due on Blackboard by midnight on the due date. However, you must review syllabus for assignment details and due dates.

Standard grading scale:

- A= 900-1000 POINTS – Exceeds Expectation/highest level
- B= 800- 899 POINTS – Proficient/proficient level
- C= 700- 799 POINTS – Acceptable/average level
- D= 600- 699 POINTS – Emerging/inadequate level
- F= less than 600 POINTS – Unacceptable

Rubrics

Rubrics are provided for many of the assignments completed in this course. While these can help guide you toward successfully completing each assignment, *it is not enough* to read the rubrics and ignore the assignment descriptions. Reading **both** the criteria listed in the rubrics and the details provided in the assignment descriptions and bringing questions to class *prior* to the due dates will best prepare you for successful completion of the this course.

Use the rubrics for your benefit – get accustomed to using them and they will guide you toward completing more effective assignments.

Class Assignments Rubric:

- “A” Demonstrates the **highest level** of class attention, participation, preparation, responsibility, and professionalism as judged by the instructor’s expectations. Consistently and often, contribute constructive comments and questions that expand and enrich class discussion. Projects/assignments must be of highest scholarly level and incorporate research/text evidence in APA format to support thoughts/claims/conclusions/interpretations.
- “B” Demonstrates a **proficient level** of class attention, participation, preparation, responsibility, and professionalism as judged by the instructor’s expectations. Occasionally contribute constructive comments and questions that expand and enrich class discussions. Submitted projects/assignments must be at a high level.
- “C” Demonstrates an **average level** of class attention, responsibility, participation, preparation, and professionalism as judged by the instructor’ expectations. Rarely contribute constructive comments and questions that expand and enrich class discussion. Submitted projects/assignments are at an average level.
- “D” Demonstrates an **inadequate level** of class attention, responsibility, participation, preparation and professionalism as judged by the instructor’s expectations. Submitted projects/assignments are at an inadequate level.

Submission of Assignments:

Use the following guidelines for saving and labeling assignments—send assignments as attachments.

Submit assignments as a Word Document.

Your first initial, full last name, course number, and assignment title:

Example: dirodriguezED3308-Field Experience Report

Academic Integrity: All work submitted for a grade in this course must be **your original effort**.

The work cannot be copied from:

- *Materials purchased or copied from a pre-made kit,
- *A lesson plan, activities or worksheets downloaded from the Internet (in part or in whole),
- *Another individual's work (to include but not be limited to a current or former student, current or former classroom teacher
- *Your own work completed for another class
- *Any other copyrighted materials.

If you use any of the materials listed above as a source (or inspiration) for your work, you must give credit to that individual using APA format on your assignments.

Written Assignments:

- All written assignments are expected to exhibit professional quality. You should demonstrate mastery of organizing, structuring, and editing in your writing. Grammar, spelling, and vocabulary errors will result in a reduction of your score. Letters and materials written by you as a professional and sent to parents/administrators must be virtually perfect. Begin that practice now!
- There will be no pre-grading of assignments, as this gives some students an unfair advantage. All assignments will be graded and returned at the same time.
- All assignments are to be turned in on the due date. Since most assignments will require you to submit via Blackboard, you will have until 11:55 p.m. of the same day to submit. No assignments will be accepted after the due date. Technology problems are NOT acceptable reasons for an assignment to be late! Prepare your assignments enough in advance to accommodate untimely problems with your computer, Internet provider, printer, Blackboard, etc.
- No assignments or parts of assignments will be accepted via email. ALL assignments should be submitted through Blackboard, unless the instructor has indicated that the assignment should be brought to class.
- Please make a copy of everything you turn in to me. In the highly unlikely event that an assignment is lost or misplaced, the burden of proof rests with you.
- All assignments must be typed. No handwritten assignments will be accepted, unless noted.
Times New Roman/ 12 pt. font/ 1-inch margins/ double spaced/APA format, unless otherwise noted.
ALWAYS submit your assignments using the assignment guidelines.

NOTE: If you find yourself having technical difficulties contact Technical Support.

If you find yourself having content difficulties please do not hesitate to contact me.

Attendance Requirements: Adhere to the SRSU attendance guidelines. Regular class attendance is important for the attainment of the educational objectives of the University. Students enrolled in ED 3308 are expected to be on time and in class each class period. If you are tardy two times, this will count as one absence. Attendance is a major requirement in the field of professional education. Students who are absent must take the initiative to contact me at drodriguez5@sulross.edu and briefly state why you are missing class and how you intend to make up the information missed. The instructor will drop a student from the course when the student has nine absences.

Class Etiquette:

Cell phones must be turned off or on silent.

Refrain from text messaging in class.

Children are not allowed to attend class.

Do not bring food to class.

It is up to you to obtain missed notes, handouts, etc. from a peer.

SRSU DISABILITIES SERVICES

<p>Sul Ross is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. It is the student's responsibility to initiate a request for accessibility services. The Disabilities Services Coordinator in Counseling and Student Support Services has the responsibility to ensure students with disabilities the opportunity for full participation in programs, services, and activities.</p>
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<p>Students seeking disability services must contact Mary Schwartz, M. Ed.; L.P.C., Counseling and Accessibility Services, Ferguson Hall, Room 112.. The mailing address is PO Box C-122, Sul Ross State University, Alpine, TX 79832. The telephone number is 432-837-8691 or email: mschwartz@sulross.edu.</p>

ATTENDANCE POLICY

<p>Students are expected to attend all classes and be on time. Students must notify the instructor in advance if unable to attend a class or immediately after missing a class. Students are to make themselves aware of the SRSU policies on Absences and Class Attendance posted in the SRSU Student Handbook. Make-up work is at the discretion of the instructor as it relates to "explained and excused" absences. The Absences/Class Attendance policy includes all absences excused or unexcused. In this course you are expected to attend all classes (as scheduled on campus or electronically on Blackboard), to be punctual, and to complete all assignments on time.</p>

TOBACCO POLICY

<p>Smoking is not permitted on the SRSU campus.</p>

ELECTRONIC EQUIPMENT POLICY

<p>Use of cell phones, pagers, or any electronic device is prohibited during class time. There are EMERGENCY exceptions. See your instructor.</p>

DISTANCE EDUCATION STATEMENT

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information.

The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

**The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Instructor.*