

Sul Ross State University

Department of Education

ED 3308 Spring 2020

Language Acquisition and Emergent Literacy

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

Instructor: Diana Rodriguez

Assistant: Melissa Wash

Office: MAB 309-G

Email: drodriguez5@sulross.edu
SR1920wash@gmail.com

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

Content Study Notebook (100 pts)

You will need to create a content TExES Study Notebook for this course. I will not micro-manage the organization of this notebook. However, it must represent 10 hours of study time for your content exam. Log your start time on the top right of the first page each time you begin a study session. Log your end time on the top right of the last page each time you conclude a study session. Each hour is worth 10 points. Once you begin the Teacher Education Program, this notebook will be part of your requirement for official testing approval on your content exam. No Exceptions. If you are an education minor, this notebook is a requirement to receive full credit in this course. Regardless of your grade, failure to complete this notebook will result in a decrease of one letter grade for the course.

Program Learning Outcomes

The graduating student will be able to:

- Write lesson plans that are developmentally appropriate for students.
- Teach developmentally appropriate lessons.
- Observe the enactment of lesson plans.
- Create a positive classroom environment.
- 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

Marketable Skills SLOs:

1. Students will demonstrate public speaking skills to a variety of audiences.
2. Students will demonstrate writing skills for lesson plans and other scholarly documents.
3. Students will demonstrate organizational skills to effectively manage time and meet deadlines.

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 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.

Midland College students will find a school to complete field experience observations on their own. Write your Letter of Introduction to the campus Principal as well as present a short presentation of who you are, why you are on their campus, and ask for their permission to observe on their campus. Share what you hope to accomplish and your willingness to help out on the campus during the observation experience (if you are granted permission). **Required: Provide the instructor of ED 3302 and ED 4314 with an email or letter from the principal stating their permission for you to observe on their respective campus.**

Texas Administrative Code

[TITLE 19](#)

EDUCATION

[PART 7](#)

STATE BOARD FOR EDUCATOR CERTIFICATION

[CHAPTER 228](#)

REQUIREMENTS FOR EDUCATOR PREPARATION PROGRAMS

RULE §228.30

Educator Preparation Curriculum

(a) The educator standards adopted by the State Board for Educator Certification 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 educator effectiveness.

(c) The following subject matter shall be included in the curriculum for candidates seeking initial certification in any certification class:

(1) the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics), which include:

(A) professional ethical conduct, practices, and performance;

(B) ethical conduct toward professional colleagues; and

(C) ethical conduct toward students;

(2) instruction in detection and education of students with dyslexia, as indicated in the Texas Education Code (TEC), §21.044(b);

(3) instruction regarding mental health, substance abuse, and youth suicide, as indicated in the TEC, §21.044(c-1). Instruction acquired from the list of recommended best practice-based programs or research-based practices shall be implemented as required by the provider of the best practice-based program or research-based practice;

(4) the skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in this state;

(5) the importance of building strong classroom management skills;

(6) the framework in this state for teacher and principal evaluation;

(7) appropriate relationships, boundaries, and communications between educators and students; and

(8) instruction in digital learning, including a digital literacy evaluation followed by a prescribed digital learning curriculum. The instruction required must:

(A) be aligned with the latest version of the International Society for Technology in Education's (ISTE) standards as appears on the ISTE website;

(B) provide effective, evidence-based strategies to determine a person's degree of digital literacy; and

(C) include resources to address any deficiencies identified by the digital literacy evaluation.

(d) The following subject matter shall be included in the curriculum for candidates seeking initial certification in the classroom teacher certification class:

(1) the relevant TEKS, including the English Language Proficiency Standards;

(2) reading instruction, including instruction that improves students' content-area literacy;

(3) for certificates that include early childhood and prekindergarten, the Prekindergarten Guidelines; and

(4) the skills and competencies captured in the Texas teacher standards in Chapter 149, Subchapter AA, of this title (relating to Teacher Standards).

(e) For candidates seeking certification in the principal certification class, the curriculum shall include the skills and competencies captured in the Texas administrator standards, as indicated in Chapter 149, Subchapter BB, of this title (relating to Administrator Standards).

(f) The following educator content standards from Chapter 235 of this title (relating to Classroom Teacher Certification Standards) shall be included in the curriculum for candidates who hold a valid standard, provisional, or one-year classroom teacher certificate specified in §230.31 of this title (relating to Types of

Certificates) in a certificate category that allows the candidates who are seeking the Early Childhood: Prekindergarten-Grade 3 certificate to teach all subjects in Prekindergarten, Kindergarten, Grade 1, Grade 2, or Grade 3:

- (1) Child Development provisions of the Early Childhood: Prekindergarten-Grade 3 Content Standards;
- (2) Early Childhood-Grade 3 Pedagogy and Professional Responsibilities Standards; and
- (3) Science of Teaching Reading Standards.

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; amended to be effective October 27, 2014, 39 TexReg 8388; amended to be effective December 27, 2016, 41 TexReg 10280; amended to be effective December 20, 2018, 43 TexReg 8091

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/Lesson Plans 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.**)* *Create a template for observing student activities and language activity. See sample on pg 299 of your text book "Early Childhood Experiences in Language Arts.*

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 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 sheets 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 26 by midnight/Blackboard.**

Field Verification Log Sheets with teacher initials and student signatures are **DUE: April 29 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) 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).

(Late posts will receive NO credit).

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

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

Primary Post: Due: **Sunday**, Jan. 19/ WK 1 by 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, provide a variety of instructional opportunities for young students to develop listening and speaking skills, and name FIVE useful adult techniques. Type in complete sentences.

Create a template to use in your observations of students throughout this course and in your teaching career. (see pg. 299 in your text book) - Can your five techniques listed in your **Journal post # 1** be documented in your template? Can you create a working template that you can use in the classroom to observe students in your care?

*Example of a template for Kindergarten Standards: https://lead4ward.com/docs/resources/tlr/elar/tlr_elar_gr_00k.pdf

* Ideas for observation- could be included in templates - pg. 16 (in your text) Fig. 1-11, pg. 33

<https://www.yumpu.com/en/document/read/46558434/what-should-i-look-for-in-an-effective-world-language-classroom>

<https://www.yumpu.com/en/document/read/30935753/elementary-observation-classroom-what-should-it-look-like>

<https://www.theliteracybug.com/stages-of-literacy>

<https://products.brookespublishing.com/Talk-to-Me-Baby-P950.aspx>

What you must do *to receive full credit* Response Post:

- 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 the Language Learner/ Post on Discussion Board under “Journal #2”.

Primary Post: Due: **Sunday**, January 26/ WK 2 by midnight

1. *Task:* “Toddlers begin to assert a growing independence that is now possible because of their developing physical and motor skills. Asserting themselves often involves the word no and their refusal to do things they once did happily. Emotions correlated with their growing independence can sometimes get the best of toddlers; such as when they do not get their own way. Caregivers need to model appropriate ways to handle strong emotions and can lower frustration levels of toddlers by being attuned and responsive to their needs.”¹
 - Does this mean caregivers handling unhappy toddlers will need to handle situations in a certain way?
 - Why?
 - Give examples. Create a variety of appropriate ways to model handling strong emotions and inappropriate behavior. Be specific. (*these are strategies for classroom management, to redirect inappropriate behavior*)
 - Your ideas need to be proactive rather than reactive. How can you set the environment and activities for minimal of negative responses in toddlers and preschoolers? These ideas should be applicable!
 - Review these websites for ideas:
 - <https://www.weareteachers.com/5-keys-to-preschool-classroom-management-2/>
 - <https://www.rasmussen.edu/degrees/education/blog/classroom-management-tips/>
 - https://www.oregonlive.com/kiddo/2013/11/when_preschoolers_act_out_tips.html
 - <https://www.scholastic.com/teachers/articles/teaching-content/staying-control-your-classroom/>

Chapter 3: “Preschool Years”

Article Review #1: Preschool Years Article Review/ notes for presentation in class.

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

Primary Post/ Article Review #1: Due: **Sunday**, February 2/ WK 3 by midnight.

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

Introduction
Methodology
Results
Discussion

¹Zambo, D. & Hansen, C. (2007, May). Love, language, and emergent literacy, *Young Children*, 62(3)32-37.

Use the SRSU Library Database to find a PEER REVIEWED article on the topic of “Preschool Years”.
Submit both your answers to the questions below AND the PDF Full Text Article to the Discussion Board.

Reminder: **Critical Review Analysis-** *Answers to the questions below need to be thoughtful responses in complete sentences with the ability to defend your thoughts/answers to your classmates in a professional learning community format when you present your article review.*

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

- 1) A very brief summary/notes of the four sections you for you to be able to describe in class, EACH with its own subheading, AND
- 2) A second part, which is the critical review (analysis), answer 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 ideas for you to take away and apply in your career?

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

Rubric for expectations. Remember “A” equals APA format.

Chapter 4: “Growth Systems Affecting Early Language”

Journal #3: Primary Post on Discussion Board under “Journal #3”, and also **Submit the Lesson Plan on Blackboard**.

Primary Post: Due: Sunday, February 9/ WK 4 by midnight.

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

Use the bulleted list below to develop your Journal and/or apply what you have learned to create a Lesson Plan.

Look under SRSU Lesson Plan Template (Blackboard under "Course Forms") Use a TEK from Kindergarten if you create a lesson plan.

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

- Be specific and share three strategies/ideas/procedures on how you could apply visual literacy in your or any classroom.
- Create these strategies/ideas/procedures so that you can use them in a discipline/subject to incorporate reading.
- Asking the 4 Ws: Inspired by [Debbie Abilock](#)’s NoodleTools exercises, I developed the 4 Ws activity to help students make observations, connections, and inferences about an artist’s agenda and develop ideas about a work’s significance:

Prompts	Answers
What do I see? [What do you observe? What else?]	
What does it remind me of? [Another image? A personal experience?]	
What’s the artist’s purpose? [To Analyze? Persuade? Express? Document? Entertain?]	
So What? [Why does it matter? What is the significance?]	

- Credit: Todd Finley

- Consider including alphabetic principle activities

The alphabetic principle plan of instruction

- teach letter-sound relationships explicitly and in isolation.
- Provide opportunities for children to practice letter-sound relationships in daily lessons.
- Provide practice opportunities that include new sound-letter relationships, as well as cumulatively reviewing previously taught relationships.
- Give children opportunities early and often to apply their expanding knowledge of sound-letter relationships to the reading of phonetically spelled words that are familiar in meaning.
- support ideas:
- <https://study.com/academy/lesson/visual-literacy-definition-examples.html>
- <https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/readingviewing/Pages/litfocusvisual.aspx>
- <https://www.jstor.org/stable/30217957?seq=1>
- <https://blog.brookespublishing.com/15-fun-ways-to-build-language-literacy-skills-in-young-learners/>
- <https://psycnet.apa.org/record/2000-00023-001>
- <https://www.edutopia.org/blog/ccia-10-visual-literacy-strategies-todd-finley>

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 16th 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 19.** 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, Feb. 26- 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, Feb. 28/ WK 7.

*Task: Choose a Kindergarten ELA TEK to Create a “Self-Authored Picture Book” and read it aloud to a Pre-K or Kindergarten class (MC: You can make arrangements with the cooperating teacher or the school librarian. It is your responsibility to make contact and schedule a read aloud of your book in a timely manner). Alpine campus students stay tuned for more info. About this assignment/scheduling. 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.*

Read Chapter 9 for ideas about 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. A peer will need to attend your read aloud. They will need

to complete the rate sheet while you conduct your Read Aloud. **Bring this sheet with you to class on Wednesday, Feb. 26, 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:

A midterm review will be held during class on Monday, March 2. Be present...

Wednesday, **March 4** /WK 8. The midterm will be over Chapters 1-10 in your textbook.

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

Task: Article Review #2/or lesson plan (TBD)

Attend Toddler Time at the Alpine Public Library- Observe Flannel Board Activity- create a lesson plan/ activity for a children's story or book using this strategy

Due: March 22/WK 10 by midnight. Journal Post #6. Submit the Lesson Plan on Blackboard under the "Assignment Submissions" Link

Do not type directly into the Discussion Board Canvas.

- Attach your lesson plan as a Word Document. (Make sure your link is working).

Chapter 13 AND 14: "Realizing Speaking Goals and Group Time"

Task: No assignment task at this time (TBD) take Chapter 13 and 14 quizzes.

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

Task: No assignment task; (TBD) take Chapter 15 and Chapter 16 quizzes.

Chapter 17: "Reading and Preschoolers"

Lesson Plan (TBD*)**

Journal #7: Due: Sunday, March 29/WK 12 by midnight. Submit the Lesson Plan on Blackboard under the "Assignment Submissions" Link

**Lesson plan showing Alphabetic principle-discuss the early childhood teacher's role in reading.

Create a classroom- design areas for learning and developing Language Arts Literacy and Fluency. Should include different subject areas.

Chapter 18: "Developing Literacy Environments"

Task: Work on Field Experience Observation/ Report

<https://eric.ed.gov/?id=ED428872>

Chapter 19: "The Parent-Centered Partnership"

Task: No assignment task, at this time, may be modified (TBD); only take the Chapter 19 quiz.

<https://onlinelibrary.wiley.com/doi/abs/10.1111/1467-9817.00173>

ASSIGNMENT SCHEDULE and GRADING GUIDELINES/POLICIES

Chapter Quizzes (19 total)	570 Points	Review Due Dates found in Course Content
Journal #1/and template	20 Points	Due / Jan. 19 by midnight/WK1
Journal #2/	20 Points	Due: Jan. 26 by midnight/WK2
Article Review #1	20 Points	Due. Feb. 2 by midnight/WK3
Journal #3/	20 Points	Due: Feb. 9 by midnight/WK4
Journal #4 Lesson Plan	20 Points	Due: Feb. 9 by midnight/WK4
Literacy Lesson Plan	30 Points	Due: Feb. 16 by midnight/WK 5
Self-Authored Book	50 Points	Due: Feb. 26 in Class/ WK 7/
Reading Rate Sheet (for Self-Authored Book) 15 Points		Due: February 26 in Class/
Midterm Exam	65 Points	Due: March 4/
Journal # 6 Lesson Plan	20 Points	Due: March 22 by midnight/
Journal # 7 Lesson Plan	20 points	Due: March 29 by midnight
Field Experience Report/Essay	50 Points	Due: April 26/Sunday/ by midnight
Field Verification LogSheet	25 Points	Due: April 29 in Class/Email MC students
Final Exam; You will write a Lesson Plan in class	75 Points	Due: May 5 12:30 p.m.– 2:30 p.m.
Total: 1020 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. You only have one attempt to pass so make sure you read the chapters thoroughly. 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. 19	Chapter 11	March 22
Chapter 2	Jan. 26	Chapter 12	March 22
Chapter 3	Feb. 2	Chapter 13	April 5
Chapter 4	Feb. 2	Chapter 14	April 5
Chapter 5	Feb. 9	Chapter 15	April 12
Chapter 6	Feb. 9	Chapter 16	April 12
Chapter 7	Feb. 16	Chapter 17	April 19
Chapter 8	Feb. 16	Chapter 18	Apr. 26
Chapter 9	Feb. 23	Chapter 19	May 3
Chapter 10	Feb. 23		

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 19 by midnight: <ul style="list-style-type: none">• Chapter 1 Quiz• Primary Post/Journal #1
Mon./ Jan. 13	Course Overview/ Introduction to Class
Wed./ Jan 15	Create a template to work with for classroom observations. https://www.yumpu.com/en/document/read/30935753/elementary-observation-classroom-what-should-it-look-like <ul style="list-style-type: none">• resources pg. 299, pg. 16 fig 1-11, pg. 33
WEEK 2	Due: Sunday, January 26 by midnight <ul style="list-style-type: none">• Chapter 2 Quiz, by midnight• Primary Post: / Journal #2
Mon./ Jan. 20	Theme: Language Development: Emerging Literacy in the Young Child Learning Topics: Beginning of Communication Reminder: Read each chapter PRIOR to attending class.
Wed./ Jan. 22	Learning Topics: The Tasks of the Toddler ECELA Chapter 2: Read Discuss Chapter 2
	FYI: Alpine Elementary Teacher Meet and Greet scheduled for Jan. 23, 2020 at 4:00 p.m. Dress professionally and bring your field experience assignment description. <ul style="list-style-type: none">• Create a consistent observation schedule/calendar. Bring me a hard copy Wednesday, January 29.
WEEK 3	Due Sunday, February 2 by midnight: <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)

Mon./ Jan. 27 Learning Topics: Preschool Years
ECELA Chapter 3: Read

Wed./ Jan. 29 Learning Topics: Growth Systems Affecting Early Language
ECELA Chapter 4:

WEEK 4 Due Sunday, February 9 by midnight:

- Chapter 5 Quiz
- Chapter 6 Quiz

Mon./ Feb. 3 **Theme: Language and Literacy Programs: Recognizing Diverse Needs and Goals**

Learning Topics: Understanding Differences

ECELA Chapter 5: Read

Discuss Lesson Planning: TEKS, Objectives (formula

Wed./ Feb. 5 Learning Topics: Achieving Language and Literacy Goals through Programming

ECELA Chapter 6: Read

Discuss Lesson Planning: assessment, procedures

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

FYI: Begin scheduling and planning your "Self-Authored Read Aloud" assignment for WEEK 7.

Reminder: No excused absences unless you have a Dr. note

WEEK 5 Due Sunday, February 16 by midnight:

- Chapter 7 Quiz
- Chapter 8 Quiz

Mon./ Feb. 10 Learning Topics: Promoting Language and Literacy
ECELA Chapter 7: Read
Discuss Lesson Planning Questions...

Wed./ Feb. 12 Learning Topics: Discuss Completed Lesson Plans
Developing Listening Skills
ECELA Chapter 8: Read

Due February 16 by midnight:

- Lesson Plan #1 (Review assignment description for details and submission)
- **(BRING A HARD COPY of the Draft Lesson Plan to class on Wednesday/2/12.)**

FYI: Have you scheduled and planned your “Self-Authored Read Aloud” assignment for WEEK 7? No excused absences unless you have a Dr. note.

WEEK 6 Due Sunday, February 23 by midnight:

- Chapter 9 Quiz
- Chapter 10 Quiz
-

Theme: Literature and Other Language Arts Areas

Mon./ Feb. 17 Learning Topics: Children and Books
ECELA Chapter 9: Read

Wed./ Feb. 19 Learning Topics: Storytelling
ECELA Chapter 10: Read

Due Wednesday, February 26 (Next Week/7) in class:

- Self-Authored Picture Book (read assignment description for details)
- Briefly share your TEK and book with the class. Max: 5 Min.

FYI: Make sure you are observing and staying on schedule.

WEEK 7

Mon. / Feb 24 **Workshop Day:** You will work on the Self-Authored Books assignment.
Bring your own needed materials to class today.

Wed. / Feb.26 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

No excused absences unless you have a Dr. note.

Midterm Week

WEEK 8 Midterm Week March 2-6

Mon./ March 2 Midterm Review

Wed. / March 4 **Midterm Exam – Chapter 1-10--More information will be given in class**

Spring Break No Classes- March 9-13

WEEK 9 Due Sunday, March 22 by midnight.

- Chapter 11 Quiz
- Chapter 12 Quiz

Mon./ March 16 Learning Topics:
Discuss Article Review #2
Poetry
ECELA Chapter 11: Read

Wed./ March 18 Learning Topics: Flannel (Felt) boards and Activity Sets
ECELA Chapter 12: Read

WEEK 10	<p>Due Sunday, March 29 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>Theme: The Growth of Speech and Expression</p> <p>Mon./ March 23 Learning Topics: Realizing Speaking Goals ECELA Chapter 13: Read</p> <p>Wed./ March 25 Learning Topics: Group Time ECELA Chapter 14: Read</p>
WEEK 11	<p>Due Sunday, April 5 by midnight:</p> <ul style="list-style-type: none"> • Chapter 15 Quiz • Chapter 16 Quiz <p>Mon./ March 30 Learning Topics: Puppetry and Beginning Drama Experiences ECELA Chapter 15: Read</p> <p>Wed./ April 1 Theme: Writing and Reading: Natural Companions Learning Topics: Print—Early Knowledge and Emerging Interest ECELA Chapter 16: Read</p>
WEEK 12	<p>Due Sunday, April 12 by midnight:</p> <ul style="list-style-type: none"> • Chapter 17 Quiz <p>Mon./ April 6 Learning Topics: Reading Preschoolers ECELA Chapter 17: Read</p> <p>Wed. / April 8 ECELA Chapter 17 Continued...</p>
WEEK 13	<p>Due Sunday, April 19 by midnight:</p> <ul style="list-style-type: none"> • Chapter 18 Quiz <p>Last week to conduct observations in the field. ***</p> <p>Mon./ April 13 Theme: Environments, Family and Partnerships Learning Topics: Developing Literacy Environments ECELA Chapter 18: Read</p> <p>Wed./ April 15 Workshop Day: In the field to finish Field Experience Make sure you have scheduled observation time with your cooperating teachers.</p>
WEEK 14	<p>Due Sunday, April 26 by midnight</p> <ul style="list-style-type: none"> • Field Experience Report/ Essay • <p>Mon. / April 20 Workshop Day: Bring Laptops to class today.</p>

	Work on Field Experience Reports/Essay
Wed. / April 22	Workshop Day: Bring Laptops to class today to work on Field Experience Reports/Essay.
WEEK 15	Due Sunday, May 3 by midnight:
	<ul style="list-style-type: none"> • Chapter 19 Quiz
Mon./ April 27	ECELA Chapter 19: The Parent-Centered Partnership FYI: This class day may be modified...TBA.
Wed./ April 29	Last Class Day/ Finals Review
	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./ April 29	Last Class Day/ Finals Review
MAY 4	---DEAD DAY---
WEEK 16 May 4-8	---FINALS WEEK---
Tuesday/ May 5	Final Exam: 12:30p.m.- 2:30 p.m. You will write a Lesson Plan in class.

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’s 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

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.

Students seeking disability services must contact the 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.

ATTENDANCE POLICY

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.

TOBACCO POLICY

Smoking is not permitted on the SRSU campus.

ELECTRONIC EQUIPMENT POLICY

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

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.*