ED 3308 Language Acquisition and Emergent Literacy

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ED 3308 Language Acquisition and Emergent Literacy (3-0). 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 in young children. All theories and activities are presented as they ultimately contribute to an integrated curriculum. This course supports competencies within the Evaluative measure as identified by the State of Texas for Teaching Certification. In addition, this course utilizes the competencies prescribed for Early Childhood-6th grade as identified by the State of Texas.

Student Learning Outcomes:

SLO 1- Candidates will observe and identify the range of individual developmental differences that characterize students in early childhood through grade 8.

SLO 2 Candidates will identify instructional strategies to analyze children's strengths and needs for planning instruction.

SLO 3 Candidates will identify and select pertinent materials and resources including technological resources to enhance student learning and engagement in the planning process.

SLO 4. Candidates will understand best practices and apply foundational skills to demonstrate knowledge, ongoing assessment, and instruction to promote oral language, alphabetical principals, phonological and phonemic awareness, print knowledge, orthographic knowledge, and morphological analysis.

Textbook and Materials:


• Binder: Candidates will need to create an organized binder for this course.

Provided Materials:

Alpine Marketable Skills:
1. Candidates will acquire public speaking skills to a variety of audiences.
2. Candidates will acquire writing skills for lesson plans and other scholarly documents.
3. Candidates will acquire organizational skills to effectively manage time and meet deadlines.

STR Standards and Competencies:
Domain 3: Comp.009(009.A, 009.D, 009.E, 009.L); Comp. 10(010A, 010C, 010D, 010E, 010K); Comp. 11(011.C 011D, 011E).
Domain 4 Comp. 013 (013.A, 013B, 013C, 013D)

Course Format:
• This is a hybrid course 16-week course, with a mix of Zoom, face to face, and online learning activities. Online learning is a very different kind of experience from the traditional face-to-face course. Although online courses are convenient, you will shoulder a greater responsibility for your own learning than you might in a face-to-face course. Online learning will encompass weekly video class meetings that will be recorded in Blackboard Collaborate following the class schedule provided in this syllabus. Candidates should plan to attend synchronous video class discussions.
• A variety of approaches will be included in the online course delivery that includes online discussions, small collaborative group work presentations delivered via Blackboard Collaborate, student presentations provided via Blackboard Collaborate, lecture, gathering assessment data, and observation. Your ability to devote a minimum of 6-8 hours per week to your course work is point one. Assignments will not be accepted after the due date. A grade of "Incomplete" will not be given for this course.
• Successful completion of an online course requires dedication and constant effort. Do not fall behind in your work! Begin your assignments as soon as possible and get at least one module ahead. This will help you avoid the penalty for late work because there are always unforeseen events that arise.
This course is writing intensive to prepare candidates to administer, analyze, plan and communicate assessment outcomes and planning to stakeholders. It is advised that candidates use Smarthinking for written assignments.

Submit professional quality work. Have someone proofread your submittals and always use the grammar and spell check functions on your computer before submission.

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 (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 candidates;
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.


a) Early Childhood: Prekindergarten-Grade 3 Science of Teaching Reading (STR) standards. The STR standards identified in this section are targeted for classroom teachers of early learners (birth through age eight). The standards address the discipline that deals with the theory and practice of teaching early reading. The standards inform proper teaching techniques, strategies, teacher actions, teacher judgements, and decisions by taking into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students. The standards are also aligned with the Texas Prekindergarten Guidelines and Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading). The standards address early reading content knowledge in Prekindergarten-Grade 5, with an emphasis on Prekindergarten-Grade 3, in order to meet the needs of all learners and address vertical alignment.

(b) Reading Development. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 Texas Essential Knowledge and Skills (TEKS) and Texas Prekindergarten Guidelines pertaining to reading and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade level skills within the following components of reading:

(1) oral language development;
(2) print awareness;
(3) phonological and phonemic awareness;
(4) phonics;
(5) fluency;
(6) vocabulary development;
(7) comprehension of literary text;
(8) comprehension of informational text; and
(9) beginning strategies and reading comprehension skills.

(c) Reading Pedagogy. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of the principles of reading instruction and assessment and use a range of instructional strategies and assessment methods to promote students' development of foundational reading skills, including:
(1) implementing both formal and informal methods of measuring student progress in early reading development.

(2) designing and executing developmentally appropriate, standards-driven instruction that reflect evidence-based best practices; and

(3) acquiring, analyzing, and using background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage all students in reading, including students with exceptional needs and English language learners.

Assignment Descriptions

Learning Goals Assignment (30 Points) and Personal Reflection (50)

Using the Science of Reading (STR) standards, identify personal learning goals and objectives in a written 400-word assignment. Ensure that learning goals and objectives (evidence) is measured. At the end of the course, candidates will write a 500 word personal reflection reflecting on learning growth and outcomes.

Class Introduction Discussion Assignment: (20 Points)

10 Discussion Board and Peer Review Assignments: (20 Points Each)

Modules 2-10 will include a weekly discussion board centered on a research-based approaches to understand oral language foundations of reading development, alphabetic principle, phonological and phonemic awareness, print concepts, and phonics and other word identification skills. Discussion post assignments require candidates to share a 500 word reflection that is grounded in literature from Module Readings, an intervention activity related to the module topic that includes a formative and summative assessment activity, and a 250-300 word peer review.

Words Their Way Intervention Strategies Assignment: (200 Points)

Candidates will reflect on Words Their Way strategies and create a sampling of intervention activities to assist struggling ELL readers with each stage of word development to improve oral language and vocabulary achievement.

Marie Clay’s Concepts of Print Assessment (50 Points)

Candidates will complete training, practice, and administer Clay’s (2000) Concepts of Print assessment to a Pre-K or Kindergarten student. Candidates will write a 400-500-word report to share outcomes and research-based activities parents can do at home to support print concepts and alphabet knowledge.

Literacy Stations Assignment and Presentation (150 Points)

Design 3 literacy center activities to demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing various aspects of a child’s oral language development using information from literature and materials presented in Module
assignments. Activities should be differentiated to support English Language Learners and that provides culturally responsive approaches to intervention. Incorporate multisensory approaches in each station to highlight the use of at least 2 senses with each activity.

**Phonological Awareness Blending Lesson Plan Exemplar and Presentation (100 Points), Competency 006**

Using research-based strategies and best practices presented for promoting young children’s development of phonemic and phonological awareness skill, create a lesson plan to demonstrate knowledge of the continuum of phonics skills as described in the Texas Prekindergarten Guidelines and the TEKS for ELAR.

**Multisensory Lesson Plan Exemplar and Presentation (100 Points), Competency 004**

Using research-based strategies and best practices for promoting a phonemic awareness skills and strategies to help make concepts of phonemes more concrete for young children, create a lesson plan to demonstrate and apply phonetic knowledge while reading and spelling.

**Application Experience Report (200 Points)**

Candidates will spend a total of 12 hours in the application observing oral language foundations of reading development. Candidates will be assigned a mentor teacher and each visit should be documented in a journal to include a mentor signature. Candidates will observe a child’s language at pre-school classroom. If you are a Midland College or distance learning 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, candidates will evaluate one (1) student’s language development over this semester. **You are welcome to volunteer and help the teacher! Start creating professional networks/references.**

**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

**Grading Policy:**

1. No late assignment will be accepted after its due date without prior instructor consent.

2. Late assignments will lose 20% of possible points for each day it is late.

3. All citations should be formatted using the American Psychological Association (APA) manual. Papers with APA citation errors will receive a reduction in points or no credit.
4. There are no I’s (incompletes) for this class.

5. After 11:45 pm CST on the date for any assignment due is considered late and will result in a lowered grade for that assignment.

6. There are no optional assignments in this course. All assignments must be completed in order to pass this class. Even if an assignment is so late that it will receive a “0”, the student must turn in the assignment in order to pass the course (regardless of number of points accrued in the course.) PLEASE NOTE THAT DISCUSSION BOARDS CANNOT BE COMPLETED AFTER THE END DATE; THEREFORE, MISSING A DB WILL RESULT IN YOUR FAILURE IN THE CLASS BECAUSE THERE ARE NO OPTIONAL ASSIGNMENTS.

7. Candidates who fail to participate in Discussion Boards, attend synchronous video class sessions, complete application experiences or complete any assignment may not pass this course.

**SRSU Distance Education Statement.** Students enrolled in distance education courses have equal access to the university’s academic support services, such as Smarthinking, library resources, 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.

**Technical Support**

The Support Desk is where you can direct your more technical questions. For example, the Support Desk can help you if you are having issues submitting a document, getting videos to play, or using BlackBoard. The support desk is open 24 hours a day/7 days a week for your convenience.

You can reach the support desk:

- By calling 888.837.6055
- Via email blackboardsupport@sulross.edu
- Using resources from the Technology Support tab within blackboard
- Clicking the Support Desk graphic on the course homepage

**Microsoft Teams Guidelines:** Please refer and follow Distance Learning/ Microsoft TEAMS Guidelines provided in the blackboard course as a participation requirement in this class.

**SRSU Library Services.** The Sul Ross Library offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library’s website, library.sulross.edu. Off-campus access requires your LoboID and password. Check out materials
using your photo ID. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

**Americans with Disabilities Act:** Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student’s responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Student Services. Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU’s Accessibility Services Coordinator at 432-837-8203 (please leave a message and we’ll get back to you as soon as we can during working hours), or email rebecca.wren@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

And don’t forget, SRSU offers personal counseling services for students, faculty and staff.

**SRSU Safety Pledge - One University/One Community**

As a partner in each campus community, the faculty, staff, and students agree to the following statements in relation to the COVID-19 virus:

- I will wear a face covering, wash my hands, and disinfect my workspaces to protect others from the potential spread of this virus.

- I promise to follow social distancing guidelines as a way to mitigate the risk of transmission to others both professionally and personally.

- I will monitor my health and report any potential agree to follow the guidelines set forth in this document or as described by Sul Ross State University to protect the public health.

- I understand that my actions may impact the larger community and could affect my academic progress or professional attainment at Sul Ross State University.

Failing to meet these expectations may be subject to corrective action under university disciplinary policies. Changes or recommendations to the guidelines based on evolving guidance from federal, state, or local agencies will be communicated to the university community.

**COPYRIGHT NOTICE:**

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**ACADEMIC INTEGRITY:** Academic dishonesty hurts everyone and reduces the value of college degrees. Doing someone else’s work, presenting the ideas and work of others as your own, submitting the same paper for multiple classes, and/or failing to cite your sources when you utilize the ideas of others, are all examples of academic dishonesty. It is your responsibility to read and understand the university’s policy on academic dishonesty in the SRSU Student Handbook, as all violations will be taken seriously and
handled through the appropriate university process. The Student Handbook can be found at: https://www.sulross.edu/page/2454/student-handbook (page 80).

In addition, please note that plagiarism detection software will be used in this class for written assignments, as well as monitoring software for course exams.

**Course Calendar**

<table>
<thead>
<tr>
<th>Module 1: Oral Language Foundations of Reading Development</th>
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<tr>
<td>• View welcome video, review course syllabus, participate in introduction discussion.</td>
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<td>• Review STR Competencies 003-007.</td>
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<td>• Learning Goals Assignment</td>
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<td>• View Oral language: The foundations of reading and reading intervention video.</td>
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<td>• View Mem Fox 10 Little Fingers and 10 Little Toes, <a href="https://www.youtube.com/watch?v=t3A2BBegr7U">https://www.youtube.com/watch?v=t3A2BBegr7U</a></td>
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<td>• Open Ended Questions and Activities to Promote Oral Language for Read Aloud Discussion and Peer Review</td>
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<td>• Application Experience</td>
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<td>• LETRS Unit 2 Review</td>
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<th>Module 2: Supporting oral language and English literacy development of English language learners.</th>
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<tr>
<td>• Read Words Their Way Chapter 1-2</td>
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<td>• View, What are the ELPS Video, <a href="https://www.youtube.com/watch?v=VafI5-Dwc4E">https://www.youtube.com/watch?v=VafI5-Dwc4E</a></td>
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<td>• Review ELPS Resources: <a href="https://www.txel.org/">https://www.txel.org/</a></td>
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<td>• ELPS K-1 Leader Pathway Suggested Teacher Behaviors Discussion and Peer Review</td>
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<td>• Application Experiences: Letter of Introduction</td>
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<th>Module 3: Culturally Responsive Instruction to support English learners; oral language, literacy, and concept development across academic disciplines.</th>
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<td>• View Round is a Tortilla Read Aloud</td>
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<td>• Read and/or Review</td>
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<td>Module 4: Oral Language and Vocabulary</td>
<td>Strategies and best practices to support oral language and literacy development for English learners Discussion and Peer Review</td>
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<td>Application Experience: Begin 12 Hours, Observing 1 Pre-K student.</td>
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<td></td>
<td>Participate in Blackboard Collaborate Lecture 4</td>
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<td>Read</td>
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<td><strong>Marie Clay’s Concepts of Print Assessment</strong></td>
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<td><strong>Sharing of Best Practices, Strategies, of Print Awareness Discussion and Peer Review.</strong></td>
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<th>Module 6: Phonological and Phonemic Awareness</th>
<th>Read Words Their Way Chapters 5-6</th>
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<td></td>
<td>Reid Lyon: The Reading Process <a href="https://youtu.be/5Dy8C4YMk90">https://youtu.be/5Dy8C4YMk90</a> and Phonological Awareness Instruction <a href="https://youtu.be/9bg-g5eYIgg">https://youtu.be/9bg-g5eYIgg</a></td>
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<td>PreTest: Phonemic Awareness and Phonics</td>
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<td>Storytelling Resource Review for PreK-5th Grade Discussion and Peer Review</td>
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<td>Create Multisensory Lesson Plan Exemplar</td>
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<th>Module 7: Phonics Instruction</th>
<th>LETRS 3 Review</th>
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<tr>
<td></td>
<td>Read Words Their Way 7-8</td>
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<td>View Phonics and Phrases, Explained Intro. Video, <a href="https://www.youtube.com/watch?v=Z5gZfVUpOBk">https://www.youtube.com/watch?v=Z5gZfVUpOBk</a></td>
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<td>Read and Review Phonics and Spelling</td>
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| Module 8: Literacy Stations | • Literacy Stations Assignment  
|                           | • Sharing of Literacy Stations Assignment  
|                           | • Literacy Stations Discussion and Peer Review |
| Module 9: Application Experience | • Complete Application Experience Observation Hours  
|                                   | • Turn in Application Experience Essay  
|                                   | • Application Experience Discussion and Peer Review |
| Module 10: Reflections | • Personal Reflection Assignment  
|                         | • Encouragement to Peers, Final Discussion Assignment |

19 TAC §228.30(b): The curriculum is research-based. TEA Evidence: Syllabi/course outlines with bibliographies/references.


