# Sul Ross State University

**EDUC 3308 Language Acquisition and Emergent Literacy**
Course Syllabus

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**Professor: Gina L. Stocks, Ph.D.**
**Office: A121**
**Phone: 830-279-3031**
**Email: gstocks@sulross.edu**
**Office Hours: Tuesday & Thursday 9:00-1:00, Wednesday Virtual 10:00-12:00, Friday by appointment**

**Course Description:** 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.

**Required Textbook and Materials:**

Machado, J. M. (2018). *Early childhood experiences in language arts: Early literacy*. Cengage Learning. (11<sup>th</sup> ed.). Mindtap

**Supplementary Materials that will be provided:**

Birsh, J. R. (2011). *Multisensory teaching of basic language skills*. Brookes Publishing Company. (4<sup>th</sup> Edition) American Psychological Association (2020). Publication manual of the American psychological association (7th ed.). Washington, DC.

Clay, M. M. (1993). An observation survey of early literacy achievement. Heinemann, 361 Hanover St., Portsmouth, NH 03801-3912.

Various journal articles

**Connecting with Students for Success**

As a part of a research study, I am committed in this course to the following:

| I will know your name | I will provide user-friendly, timely feedback on your assignments | I will hold high standards and support you to achieve them | I will hold an individual meeting with each student during the semester |

**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.

4. Candidates understand human growth and development.

5. Candidates recognize the influence of diverse social-cultural factors.

6. Candidates utilize multiple methods and strategies to achieve a goal.

7. Candidates effectively use technology.

**Science of Teaching Reading Standards and Competencies:**

Domain 1, Comp. 1 (001.A, 001.B, 001.D, 001.E, 001.G, 001.H, 001.I, 001.J, 001.K, 001.l, 001.N, 001.P, 001.Q, 001.R, 001.S), Comp. 2. (002.B, 002.D, 002.F, 002.H, 002.I, 002.J);

Domain 2, Comp. 3 (003.A, 003.B, 003.C, 003.D, 003.E, 003.F, 003.G, 003.H, 00, 3.I, 003.J, 003.K, 003.L); Comp. 4(004.A, 004.B, 004.C, 004.D, 004.E, 004.F, 004.G, 004.H, 004.I, 004.J); Comp. 5 (005.A, 005.B, 005.C, 005.D, 005.E, 005.F, 005.G, 005.H, 005.I, 005.J, 005.K); Comp. 6(006.A, 006.B, 006.C, 006.D, 006.E, 006.F, 006.G, 006.H, 006.L, 006.M);

Domain 3:  Comp.009(009.A, 009.D, 009.E, 009.L); Comp. 10(010A, 101C, 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 TEAMS 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.** Candidates should plan to attend synchronous video class discussions.
- A variety of approaches will be included in the online course delivery that includes synchronous discussion, online discussion, small collaborative group work, student presentations, lecture, gathering of assessment data, and observation. Your ability to devote a *minimum* of 6-8 hours per week to your course work is critical for success.
- Successful completion of an online course requires dedication and constant effort. Do not fall behind in your work! When possible, get ahead of individually paced assignments. This will help you avoid any penalty for missing due dates because there are always unforeseen events that may arise.
- 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. You are subject to being dropped from the class for excessive absences. Excessive absences in a virtual class includes not logging into the course, not keeping your camera on throughout the duration of the class meeting and/or not completing online tasks for your online work day.
- 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 or other online support 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. Every submission you make is considered a final draft and your very best work!

**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.


## §235.15. Science of Teaching Reading Standards, Early Childhood: Prekindergarten-Grade 3.

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.

Texas Pre-K Guidelines: https://tea.texas.gov/sites/default/files/PKG_Final_2015_navigation.pdf

## Assignment Descriptions

**Learning Goals Assignment (25 Points) and Personal Reflection (25)**

Candidates will review the PreK Guidelines and the Science of Reading (STR) standards. Using these two frameworks, identify personal learning goals and objectives in a written 400-word submission. Ensure that learning goals and objectives (evidence) can be measured. At the end of the course, candidates will write a 500-word personal reflection about learning growth and outcomes.

**In-Class Writing Prompts: (2 each @ 25 points = 50 points)**

EDUC 3308 is considered a writing intense course. Texas state certification requirements expect students to convey their knowledge about educational concepts using appropriate

English syntax and grammar rules. In addition, STR standards require that students demonstrate the ability to craft written analysis of student data. You will have opportunities for demonstration of writing skills regarding course content. These prompts will be completed in class.

**Marie Clay's Concepts of Print Assessment (100 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 the assessment administration protocol, outcomes and research-based intervention strategies that may be helpful to support print concepts and alphabet knowledge.

**Literacy Center Design (100 Points)**

Candidates will design 3 early literacy centers to demonstrate knowledge of explicit, research-based strategies, tools, content 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 aware of differentiation needed to support English Language Learners and provide culturally responsive representation. Incorporate multisensory approaches in each station to highlight the use of at least 2 senses with each activity.

**Phonological Awareness Multisensory Lesson Activity & Presentation Competency 004 (100 Points)**

Candidates will create a lesson activity using research-based strategies and best practices for promoting phonological awareness skills and strategies to help make concepts of phonemes more concrete for young children. The lesson will be presented in class and peer reviewed as part of the overall grade.

**MindTap Resource (300 Points)**

Each chapter has supplemental resources via the MindTap learning platform. Refer to your course schedule for deadlines on chapter quizzes and video responses for each chapter.

**Midterm Exam (150 Points)**

**Final Exam (150 Points)**

**Grading Scale: (This will be completed in our first class. It will be your responsibility to keep up with grade progress. You will be asked to submit a grade estimate at midterm.)**

A= POINTS – Exceeds Expectation/highest level

B= POINTS – Proficient/proficient level

C= POINTS – Acceptable/average level

D= POINTS – Emerging/inadequate level

F= less than POINTS – Unacceptable

*Grading*.
- Attendance is a course requirement. After 3 consecutive absences, you can be dropped for non-participation. Excused and unexcused absences are not differentiated. Please do not feel the need to provide an excuse of any kind for not attending class.
- No late assignment will be accepted after its due date without prior instructor consent. Blackboard will notate if your assignment is "late". Though late work will not be calculated into your grade, you may receive feedback on quality of work. This policy is to support marketable skill development (3).
- Candidates seeking certification are required to complete a constructed response prompt that is formatted using APA style; therefore, 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.
- All assignments are due at 10 pm on the designated date.
- There are no optional assignments in this course. All assignments are representative of required skills that must be demonstrated according to certification standards. Please do not request opportunities for "extra credit" to replace assignments that are missed or poorly executed.
- Do not ask for preferential treatment regarding course grading policies or deadlines. Each student in this class has a unique set of circumstances and while it is not uncommon for you to face challenges throughout the session or semester, it is expected that you will mee the course expectations as stated. My expectation is that everyone adheres to the same policies. No student should expect treatment that would not be offered to the entire class, so please do not ask for exceptions.

## Understanding Grades:
**Course grades are not meant to be elusive. It is important to understand what constitutes a grade. Some students think that merely meeting an assignment expectation warrants the highest level of performance, but that is not the case. Review the below descriptions of each letter grade and contemplate what goal you are going to set for yourself during this grading period. Work toward that goal realistically.**

**A** – A work exhibits excellent work that demonstrates not only a clear understanding of the material (content) but also a superior ability to utilize that material in the assignment submitted. Not only is all criteria met, the student's work goes beyond the task and contains ***additional***, ***unexpected*** or ***outstanding features***.
**B** – B work represents solid work that demonstrates a good understanding of the material under study and utilizes material well in assignments submitted. The student meets the assignment criteria, with few errors or omissions.
**C** – C work demonstrates a technical, or basic, understanding of the material under study and utilizes that material adequately in the assignment submitted. The work meets the minimum assignment criteria.
**D** – D Work fails to demonstrate a basic, or technical, understanding of the material under study and fails to use relevant material in the assignment submitted. Work may not address one or more criteria or may not accomplish what was asked.

**F** – F Work is incomplete, inappropriate, and/or shows little or no comprehension of the class material in the assignment submitted.

## University and Course Policies:

*Classroom Demeanor*. Candidates are expected to maintain professional and courteous behavior at all times. This includes being respectful to other both your peers and the instructor, arriving on time, being attentive, and following ethical behavior as outlined in the TEA Educator Code of Ethics. Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

*Dropping a Class.* During the course of a semester, circumstances can prevent students from completing a class successfully. Dropping a class may be necessary and/or advised in your specific case. Please feel free to contact me to discuss this option. Should dropping the class be the best course of action, you are responsible for completing the necessary actions by March 28, 2022 at 4:00 pm.

*Copyright Notice.* My lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials, are protected by copyright. I am the exclusive owner of copyright in those materials I create. You may take notes and make copies of course materials for your own use. You may not and may not allow others to reproduce or distribute lecture notes and course materials publicly whether or not a fee is charged without my express written consent. Similarly, you own copyright in your original papers and exam essays. If I am interested in posting your answers or papers on the course Bb page, I will ask for your permission. ©2021

## University Programs and Services:

*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

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

*SRSU Library Services.*
The Bryan Wildenthal Memorial Library in Alpine 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).

The Southwest Texas Junior College (SWTJC) Libraries at Uvalde, Del Rio, and Eagle Pass. Offer additional access to library spaces and resources. Del Rio, Eagle Pass, and Uvalde students may also use online resources available through SWTJC website, https://library.swtjc.edu. The SWTJC Libraries serve as pick-up locations for InterLibrary Loan (ILL) and Document Delivery from the Alpine campus.

**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.

**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. Academic misconduct, for which a student is subject to penalty, includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. Plagiarism is unacceptable and, for the purpose of this course, is defined as using in part or in whole any material written or designed by someone other than the student, unless appropriate credit is given to the person or resource material used. This includes, but in not limited to: lesson plans found on the internet, lessons provided by classroom teachers, materials located in any form of publication (books, magazines, internet sites, etc.), book reviews, and coursework completed by previous students.

Disciplinary action for academic misconduct will first be considered by the faculty member assigned to the course and can result in failure of individual assignments and/or course credit.

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. 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. 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
This calendar is subject to change.

| Module 1: The Beginnings of Communication: Language Development | <ul><li>Welcome, review course syllabus, participate in introduction discussion, and course expectations.</li><li>Review STR Competencies and PreK Guidelines</li><li>**Learning Goals Assignment Due Jan 22**</li><li>Read Machado 1-3</li><li>Supplemental Reading<ul><li>Hart & Risley: Meaningful Differences</li></ul></li><li>MindTap</li><li>Participate in class meetings, discussion, lecture and activities</li></ul> |
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| **Module 2: Promoting language and literacy through program planning and goal setting** | <ul><li>Read Machado 4-7</li><li>MindTap</li><li>Supplemental Reading<ul><li>Kaminski, R. A., Abbott, M., Aguayo, K. B., Liatimer, R., and Good, R. H. (2014). The preschool early literacy indicators: validity and benchmark goals. *Top. Early Child. Spec. Educ.* 34, 71–82. doi: 10.1177/0271121414527003</li></ul></li><li>View Utilizing Interactive Read-Alouds to Support Oral Language Development Video. https://youtu.be/gkqMafxiRZU</li><li>View Mem Fox 10 Little Fingers and 10 Little Toes, https://www.youtube.com/watch?v=t3A2BBegr7U</li><li>**Complete In-class writing prompt 1**</li></ul> |
| **Module 3: Instructional Techniques and Resources for Scaffolding Language and Literacy Instruction** | <ul><li>Read Machado 8-9 Birsh chapter 2</li><li>MindTap</li><li>Participate in class meetings, discussion, lecture and activities</li><li>Supplemental Reading</li></ul> |

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| | o Paquette, K. R., & Rieg, S. A. (2008). Using music to support the literacy development of young English language learners. Early Childhood Education Journal, 36(3), 227-232.<br>• **Literacy Centers Task Due March 5**<br>• **Midterm Exam March 14** |
| **Model 4: Support Structures for Language Growth and Experiences with Print** | • Read Machado 12-15 Birsh 3-4<br>• MindTap<br>• Supplemental Reading<br>   o Clay, M.M. (2000). Concepts About Print: What have children learned about printed language? Heinemann: N.Z.<br>• Participate in class meetings, discussion, lecture and activities<br>• **Complete In-class Writing Prompt 2**<br>• **Concepts of Print Assessment Due April 9** |
| **Module 5: The Classroom Environment and Family Literacy** | • Read Machado 16-17 Birsh 5-6<br>• MindTap<br>• Participate in class meetings, discussion, lecture and activities<br>• View Supplemental Videos<br>Phonological Awareness Instruction<br>https://youtu.be/9bg-g5eYIgg<br>https://youtu.be/J608Dbhs6J8 and The Importance of Alphabetic Principle, https://youtu.be/uQkQw8QqaJU<br>• **Phonological Awareness Activity Presentation Due April 16**<br>• **Personal Reflection Due April 23**<br>• **Final Exam May 2** |

Clay, M.M. (2000). Concepts About Print: What have children learned about printed language? Heinemann: N.Z.

American Psychological Association (2020). Publication manual of the American psychological association (7th ed.). Washington, DC.

Whorrall, J., & Cabell, S. Q. (2016). Supporting children's oral language development in the preschool classroom. Early Childhood Education Journal, 44(4), 335-341.

Texas Education Agency. (2012a). ELPS instructional tool. San Antonio, TX: Region 20 Education Service Center.

Texas Education Agency. (2012b). ELPS linguistic instructional alignment guide. San Antonio, TX: Region 20 Education Service Center.

Paquette, K. R., & Rieg, S. A. (2008). Using music to support the literacy development of young English language learners. Early Childhood Education Journal, 36(3), 227-232.

DiLorenzo, K. E., Rody, C. A., Bucholz, J. L., & Brady, M. P. (2011). Teaching letter–sound connections with picture mnemonics: Itchy's alphabet and early decoding. *Preventing School Failure: Alternative Education for Children and Youth*, *55*(1), 28-34.

Cavanaugh, D. M., Clemence, K. J., Teale, M. M., Rule, A. C., & Montgomery, S. E. (2017). Kindergarten scores, storytelling, executive function, and motivation improved through literacy-rich guided play. Early Childhood Education Journal, 45(6), 831-843.

Walqui, A., & Heritage, M. (2018). Meaningful Classroom Talk: Supporting English Learners' Oral Language Development. American Educator, 42(3), 18.