Sul Ross State University

EDUC 3308 Language Acquisition and Emergent Literacy

Professor:
Victoria Mendoza, M.Ed.

Course Description: EDUC 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.

Required Textbook and Materials:

Machado, J. M. (2018). *Early childhood experiences in language arts: Early literacy*. Cengage Learning. (11th ed.). Mindtap version provides all supplementary resources.

Supplementary Materials that will be provided:

Birsh, J. R. (2011). *Multisensory teaching of basic language skills*. Brookes Publishing Company. (4th 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

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

RGC Marketable Skills:

1. Students understand human growth and development.

2. Students recognize the influence of diverse social-cultural factors.

3. Student utilize multiple methods and strategies to achieve a goal.

4. Students effectively use technology.

STR 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 synchronously taught virtual 5-week course with a mix of TEAMS/Zoom 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 following the class schedule provided in this syllabus. Candidates should plan to attend all synchronous video class meetings.
- A variety of approaches will be included in the online course delivery that includes online discussions, small collaborative group work, professor and student presentations, lecture, data assessment, and observation. A typical 15-week semester requires an average of 6-8 hours per week of outside preparation. A condensed 5-week course may require up to 20 hours of outside class preparation. **Assignments will not be accepted after the due date.**
- 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 try to stay ahead of the reading requirement. This will help you avoid potential missed assignments 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 educational stakeholders. It is advised that candidates use Smarthinking or other online resource for written assignment review.
- 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!**
- This is a hybrid delivered 5-week course that will be delivered synchronously via Blackboard Collaborate. Remote learning is a different kind of experience from the traditional face-to-face course. **Although online courses and remote learning are convenient, you will shoulder a greater responsibility for personal learning than you might in a face-to-face course.** Online learning will encompass weekly video class meetings that are necessary for content coverage. Candidates should plan to attend all synchronous video class discussions. Attendance and

participation is expected in this class. **Students will be dropped from the course after 2 absences.**

- ***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 **June 24, 2022, at 4:00 pm**.

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.

Assignment Descriptions

Chapter Quizzes (5 each @ 50 points = 250 Points)

Candidates will participate in 4 quizzes based on textbook readings and discussions from course meetings.

2 Discussion Boards and Peer Review Assignments: (2 each @ 50 points = 100 points)

Discussion post assignments require candidates to share a 500-word reflection that is grounded in literature from module readings, discussion, and chapter activities. Each discussion board initial post is required to include a minimum of 1 in-text citation and address the topic prompt. As well, a 250–300-word peer review is required by the specified due date. Initial posts will be due by Friday evening and peer reviews are due by Sunday evening.

In-Class Writing Prompts: (2 each @ 50 points = 100 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 Centers Assignment and Presentation (150 Points)

Design 3 early 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 provide culturally responsive approaches to intervention. Incorporate multisensory approaches in each station to highlight the use of at least 2 senses with each activity.

Multisensory Lesson Plan & Presentation Competency 004 (150 Points)

Candidates will create a lesson plan using research-based strategies and best practices for promoting phonemic awareness skills and strategies to help make concepts of phonemes more concrete for young children.

Reflection (50 Points)

At the end of the course, candidates will write a 500-word personal reflection on their assumptions of language acquisition and emergent literacy prior to the course, and their understanding of the concepts at the end of the course.

Grading Scale: (This will be completed in our first class. It will be your responsibility to keep up with grade progress.)

A= 810-900 POINTS – Exceeds Expectation/highest level

B= 720-809 POINTS – Proficient/proficient level

C= 630-719 POINTS – Acceptable/average level

D= 540-629 POINTS – Emerging/inadequate level

F= less than 539 POINTS – Unacceptable

Grading Policy:

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

2. 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.

3. All assignments are due by 10:00 pm. If you wait until that time to submit, it is likely that the link will expire, and you will not be able to complete your submission.

4. 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/7days 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.

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. 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 – Preschool Development 6/1/21-6/6/21	- Welcome, review course syllabus, participate in introduction discussion, and course expectations. - Review STR Competencies - Read Machado Section One and Two, Chapters 1-7. - Participate in class meetings, discussion, lecture and activities **Quiz 1 due 6/2** **Discussion Board 1 post due 6/3, peer responses due by 6/5** - View Utilizing Interactive Read-Alouds to Support Oral Language Development Video. https://youtu.be/gkqMafxiRZU - View Mem Fox 10 Little Fingers and 10 Little Toes, https://www.youtube.com/watch?v=t3A2BBegr7U
Module 2: Instructional Techniques and Resources for Scaffolding Language and Literacy Instruction 6/7/21 – 6/12/21	- Read Machado Section Three and Four: Chapters 8-13 and Birsh chapter 2 - Participate in class meetings, discussion, lecture and activities **Complete In-class Writing Prompt 1** - Read and/or Review - 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. **Quiz 2 due 6/9**
Module 3: Print & Early Reading 6/13/21 – 6/19/21	- Read Machado Sections 5 & 6, Birsh Chapter 3-4 - Participate in class meetings, discussion, lecture and activities **Literacy Centers Task due 6/13, Presentations 6/14** **Quiz 3 due 6/16**

	• **Discussion Board 2 post by 6/17, peer responses by 6/19**
Module 4: Print Concepts and Alphabetic Knowledge 6/20/21 – 6/26/21	• Read Birsh 5-6 ○ Clay, M.M. (2000). Concepts About Print: What have children learned about printed language? Heinemann: N.Z. • Participate in class meetings, discussion, lecture and activities • **Complete In-class Writing Prompt 2** • View Supplemental Videos • Reid Lyon: The Reading Process https://youtu.be/5Dy8C4YMK90 and Phonological Awareness Instruction https://youtu.be/9bg-g5eYIgg • https://youtu.be/J608Dbhs6J8 and The Importance of Alphabetic Principle, https://youtu.be/uQkQw8QqaJU • **Quiz 4 due 6/23** • **Concepts of Print Assessment Due 6/26**
Module 5: Multisensory Instruction and the role of Executive Function in Literacy Development 6/27/21 – 7/5/21	• Read Birsh Chapter 8 • Participate in class meetings, discussion, lecture and activities • Review Lesson Plan template • **Quiz 5 due 6/30** • **Lesson Plan due 7/3 Presentation 7/5** • **Personal Reflection due 7/5**

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

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.

Course Scope and Sequence: This scope and sequence is subject to change.

Week	Module	Readings	Content Coverage	Assignments
6/1-6/6	1: Beginning of Communication	Machado: Ch. 1-7	Influences on development, theories of language emergence, Communicative growth in infancy, toddlers, and preschool children	Quiz 1 Discussion Board 1
6/7-6/12	2: Instructional Techniques	Machado: Ch. 8-13 Birsch: Ch. 2	Choosing books, storytelling, poetry, flannel boards, puppets, drama, speaking goals, and group times. Multisensory Instructional Strategies	Writing Prompt 1 Quiz 2
6/13-6/19	3: Print & Early Reading	Machado: Ch. 14-17 Birsch: Ch. 3-4	Print – images and letters, print rich environment, reading program approaches, family involvement. Oral Language Development & Emergent Literacy Review Literacy Stations Task	Literacy Centers Task & Presentation Quiz 3 Discussion Board 2
6/20-6/26	4: Foundation for Reading Instruction	Birsch: Ch. 5-6	Understanding phonological and phonemic awareness, alphabet knowledge. Introduce Concepts of Print Assessment	Writing Prompt 2 Quiz 4 Concepts of Print Assessment
6/27-7/5	5: Supporting Reading Development	Birsch: Ch. 8	Introduce Lesson Plan Format The role of executive functioning in literacy development	Quiz 5 Lesson Plan and Presentation Personal Reflection