

## **EDUA/EDSR 3308 Language Acquisition & Emergent Literacy Summer II 2024 Syllabus**

**Melissa Wesney, EdD**  
**Assistant Professor**  
**Cell: 910-391-7893**

**Office Hours**  
**Virtual Office Hours by Appointment**  
**Email: [melissa.wesney@sulross.edu](mailto:melissa.wesney@sulross.edu)**

### 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.

### Required Text

Vulkelich, C., Enz., B., Roskos, K., and Christi, J., (2020). 5th Edition. Helping Young Children Learn Language and Literacy: Birth Through Kindergarten. Pearson.

### Student Learning Outcomes

- SLO 1- Candidates will observe and identify the range of individual developmental differences that characterize students in early childhood through grade 6.
- 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.

### 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.

## STR Standards and Competencies

- **Domain I:** 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 II:** Comp. 3 (003.A, 003.B, 003.C, 003.D, 003.E, 003.F, 003.G, 003.H, 003.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 III:** Comp.009(009.A, 009.D, 009.E, 009.L); Comp. 10(010A, 101C, 010D, 010E, 010K); Comp. 11(011.C 011D, 011E.
- **Domain IV:** Comp. 013 (013.A, 013B, 013C, 013D)

## Course Format

This is an asynchronous class, meaning all work will be completed through Blackboard (no live instruction). You will find all course information and assignments in Blackboard. The course contains module readings, videos, discussions, quizzes, and written assignments. Instruction will be delivered through reading materials and video support. This is a summer course which means it is fast paced. It is very important you do not fall behind and that you regularly check your email and Blackboard for communication.

## Course Expectations

### **The instructor will:**

- ⇒ Provide weekly communication and check-ins with students via announcements, videos, or email.
- ⇒ Be available during office hours posted in syllabus.
- ⇒ Respond to student emails within 24-48 hours of receipt during the hours of 9:00AM-5:00PM, Monday-Friday. Weekend communication will occur as available.
- ⇒ Provide grades/feedback to assignments within one week of the submission due date.
- ⇒ Provide clear and concise instructions on how to complete the online course requirements. Rubrics will be provided when they apply.
- ⇒ Provide a range of opportunities to engage in the course content in a meaningful way.
- ⇒ Listen to student feedback and adjust the course as needed to meet the needs of the students.

### **The successful student:**

- ⇒ Will familiarize themselves with the course syllabus, policies, assessments, evaluation, grading criteria, and course design.
- ⇒ Will complete all coursework on assigned due date. If work cannot be completed by the due date due to illness, injury, family emergencies, etc., the student will make arrangements with the professor prior to the due date.
- ⇒ Will engage in the course, with their peers, and the instructor with open communication and active participation.
- ⇒ Will be respectful in their communication with the professor and classmates.
- ⇒ Will respond to professor communication in a timely manner.

- ⇒ Will not plagiarize and will demonstrate integrity in all their work.
- ⇒ Will be proactive and resourceful to problem solve in case of internet or technical issues.

## Course Assignments

**All Written Assignments:** *To comply with course standards and requirements all written assignments should reflect all aspects of the project, be free of grammatical errors, well organized, and **typed double-spaced using a 12-point Times New Roman font**. All written assignments that contain references should follow the guidelines indicated by the *Publication Manual of the American Psychological Association (7th edition)*.*

### **TEKS Vertical Alignment (100 points)**

Candidates will create a vertical alignment chart on an oral language TEKS. Candidates will then compose a 400-word essay as to how the TEKS progress and how they would meet the targeted needs of struggling kindergarten students.

### **Writing Prompt (25 points)**

Candidates will be provided with a writing prompt. The prompt will be completed independently with a set time limit. Candidates will respond to the prompt based on the information presented.

### **Read Aloud Lesson Plan (50 points)**

Candidates will create an interactive read aloud lesson plan to include a pre-reading activity, reading activity, and after reading activity that promotes the development of oral language and phonological awareness (focused on PreK or Knd).

### **Phonemic Awareness Screener Analysis (100 points)**

Candidates will analyze provided data from the Phonemic Awareness Screener. A formal 400–600-word academic report analyzing strengths, weaknesses, and research-based intervention approaches will be written.

### **Phonological Awareness Lesson Plan (100 points)**

Candidates will create a lesson plan (explicit teaching) 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.

### **Concepts of Print Assessment (50 points)**

Candidates will analyze provided data from Clay's (2000) Concepts of Print assessment. A formal 400–600-word academic report analyzing strengths, weaknesses, and research-based intervention approaches that may be helpful to support print concepts and alphabet knowledge will be written.

### **Literacy Center Design (100 points)**

Candidates will design 3 early literacy centers for a PreK classroom to demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing various aspects of a child's oral language development.

## **Midterm Exam (50 points) & Final Exam (100 points)**

The Midterm will cover textbook Chapters 1-6. The Final Exam will be a comprehensive exam over all material covered in this course.

### Course Assignments & Schedule

*Assignments are due by 10:00PM (CT) on the due date.*

<b>Module</b>	<b>Assignments</b>	<b>Due Date</b>
Module 1: Foundations of Literacy and Oral Language  <b>July 8<sup>th</sup> – July 14<sup>th</sup></b>	<ul style="list-style-type: none"><li>• Review Syllabus</li><li>• Review STR and TEKS Resources</li><li>• Read Ch. 1 &amp; 4</li><li>• Watch Videos</li><li>• <b>TEKS Vertical Alignment</b></li></ul>	<b>July 14<sup>th</sup></b>
Module 2: The Role of Family and Environment  <b>July 15<sup>th</sup> – July 21<sup>st</sup></b>	<ul style="list-style-type: none"><li>• Read Ch. 2 &amp; 3</li><li>• Read “What causes the word gap?” &amp; 2 articles on language rich environments</li><li>• Watch Videos</li><li>• <b>Writing Prompt</b></li></ul>	<b>July 21<sup>st</sup></b>
Module 3: Oral Language Comprehension and Interactive Read-Aloud  <b>July 22<sup>nd</sup> – July 28<sup>th</sup></b>	<ul style="list-style-type: none"><li>• Read Ch. 5 &amp; 6</li><li>• Oral Language Additional Resources</li><li>• <b>Midterm Exam (text Ch. 1-6)</b></li><li>• <b>Read Aloud Lesson Plan</b></li></ul>	<b>July 24<sup>th</sup> July 28<sup>th</sup></b>
Module 4: Teaching Early Foundational Skills  <b>July 29<sup>th</sup> – August 4<sup>th</sup></b>	<ul style="list-style-type: none"><li>• Read Ch. 7</li><li>• Read “Ehri’s Phases” article</li><li>• Watch Videos</li><li>• Review Literacy Strategy</li><li>• <b>Phonemic Awareness Screener</b></li></ul>	<b>Aug. 4<sup>th</sup></b>
Module 5: Early Orthographic Development  <b>August 5<sup>th</sup> -August 11<sup>th</sup></b>	<ul style="list-style-type: none"><li>• Read Ch. 8</li><li>• Read Clay (2000) article</li><li>• Review Support Materials</li><li>• <b>Phonological Awareness Lesson Plan</b></li><li>• <b>Concepts of Print Assessment</b></li></ul>	<b>Aug. 6<sup>th</sup> Aug. 9<sup>th</sup></b>
Module 6: Assessment of Early Literacy Development  <b>August 12<sup>th</sup> –August 14<sup>th</sup></b>	<ul style="list-style-type: none"><li>• Read Ch. 9</li><li>• Support Materials</li><li>• <b>Literacy Center Design</b></li><li>• <b>Final Exam (Comprehensive)</b></li></ul>	<b>Aug. 13<sup>th</sup> Aug. 14<sup>th</sup></b>

**This course syllabus is intended to be a guide and may be amended at any time.**

### Grading Policy

No late work accepted without prior approval from the instructor. If you have a dyer emergency and cannot get your work in by the deadline, please email me as soon as possible, so we can discuss the ramifications. ALL late work grades will be reduced and will not receive the full grade/points. If there is no communication about the late work, the grade will be a 0.

**Grading Scale:**

A= 90-100%

B= 80- 89%

C= 70- 79%

D= 60- 69%

F= less than 69%

**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](https://tea.texas.gov/sites/default/files/PKG_Final_2015_navigation.pdf)

## University and Course Policies

### **ADA Statement**

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartz Grisham, LPC, SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email [mschwartz@sulross.edu](mailto:mschwartz@sulross.edu) or [ronnie.harris@sulross.edu](mailto:ronnie.harris@sulross.edu). RGC students can also contact

Alejandra Valdez, at 830-758-5006 or email [alejandra.valdez@sulross.edu](mailto:alejandra.valdez@sulross.edu). Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine. Texas, 79832.

### **Counseling**

Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/356 support by visiting [Timelycare/SRSU](https://www.timelycare.com/sulross). The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

### **Library Information**

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](http://library.sulross.edu). Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or phone (432-837-8123).

### **SRSU Distance Education Statement**

Students enrolled in distance education courses have equal access to the university's academic support services, such as 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 a secure login. 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. Directions for filing a student complaint are located in the student handbook.

### **Academic Integrity**

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Students should also avoid using open AI sources *unless permission is expressly given* for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

### **Classroom Climate of Respect**

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.

### **Supportive Statement**

I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create a supportive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

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

- American Psychological Association (2020). Publication manual of the American psychological association (7th ed.). Washington, DC.
- 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.
- Clay, M.M. (2000). Concepts About Print: What have children learned about printed language? Heinemann: N.Z.
- 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.
- 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.
- 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.
- Walqui, A., & Heritage, M. (2018). Meaningful Classroom Talk: Supporting English Learners' Oral Language Development. *American Educator*, 42(3), 18.
- Whorrall, J., & Cabell, S. Q. (2016). Supporting children's oral language development in the preschool classroom. *Early Childhood Education Journal*, 44(4), 335-341.