EDUA/EDSR 3308 Language Acquisition & Emergent Literacy
Summer I 2025 Syllabus

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Office Hours
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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. 9 (009.A, 009.D, 009.E, 009.L); Comp. 10 (010.A, 010.C, 010.D, 010.E, 010.K); Comp. 11(011.C, 011.D, 011.E)
- **Domain IV:** Comp. 13 (013.A, 013.B, 013.C, 013.D)

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

<u>All Written Assignments:</u> *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).*

<u>Discussion Boards (3 @ 20 points each= 60 points)</u>
Candidates will participate in discussion board reflections and peer reviews covering text content and class materials. Discussion board topics can be found in Blackboard.

<u>TEKS Vertical Alignment (100 points)</u>
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.

<u>Phonemic Awareness Screener Analysis (100 points)</u>
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.

<u>Literacy Center Design (100 points)</u>
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.

<u>Midterm Exam (50 points) & Final Exam (100 points)</u>
The Midterm will cover textbook Chapters 1-6. The Final Exam will be a comprehensive exam over all material covered in this course.

Grading Policy

No late work accepted <u>without prior approval from the instructor.</u> 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%

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 Schwartze Grisham, LPC, SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email mschwartze@sulross.edu or ronnie.harris@sulross.edu. RGC students can also contact Alejandra Valdez, at 830-758-5006 or email 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. 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. Off-campus access requires logging in with your LobolD and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (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 §228.57(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.

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

Ellwood-Lowe, M., Foushee, R., & Srinivasam, M. (2020). What causes the word gap? Financial concerns may systematically suppress child-directed speech. *CEGA,UC Berkeley.*

Just Read Florida (n.d.). Literacy Centers. Retrieved August 1, 2024 for Reading Rockets website: https://www.readingrockets.org/topics/classroom-management/articles/literacy-centers#:~:text=A%20literacy%20center%20is%20a,groups)%20to%20meet%20literacy%20goals.

Lane, H. (n.d.). How Children Learn to Read Words: Ehri's Phases. *Univeristy of Florida Literacy Institute.*

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

The Access Center (2007). Literacy-Rich Environments. Retrieved February 1, 2008, from The Access Center website: http://www.k8accesscenter.org/training_resources/literacy-richenvironments.asp

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

Course Assignments & Schedule

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

Module Description	Lecture Schedule	Required Readings	Assignments & Assessments
Module 1: Foundations of Literacy and Oral Language *This module will explore the foundations of language and literacy. You will examine the connection between language and literacy. Instructional strategies will be presented along with principles of an effective early literacy program.* **May 28th – June 3rd**	In Blackboard, please watch the Module 1 Lecture video and review the Module 1 Slides. Topics covered include: • the connection between language and literacy • the foundations of literacy learning • how to do a vertical alignment of ELAR TEKS • theories of language development • characteristics of toddler & preschool children's language development	• Chapter 1: Foundations of Language and Literacy • Chapter 4: Language: The Foundation for Literacy Learning	• Review Syllabus, STR and TEKS Resources • **TEKS Vertical Alignment Due June 3rd**
Module 2: The Role of Family and Environment *This module will present home environment factors that stimulate children's language, reading, and writing development. You will explore the earliest stages of reading and*	In Blackboard, please watch the Module 2 Lecture video and review the Module 2 Slides. Topics covered include: • the family's role in language development • the word gap • creating a language rich environment (home and school)	• Chapter 2: Families' Role in Children's Literacy Learning • Chapter 3: Educational Environments Beyond the Family • Article *What Causes the Word Gap?* Ellwood-Lowe, Foushee, Srinivasan (2020)	• **Discussion Board #1:** *Explain the connection between language and literacy.* **Due June 8th**

Module Description	Lecture Schedule	Required Readings	Assignments & Assessments
writing development. Information on family diversity and the demographic factors that may shape early literacy will also be presented. **June 4th – June 10th**	• ways to build a multicultural classroom • how to address the needs of ELLs		
Module 3: Oral Language Comprehension and Interactive Read-Aloud *This module will define oral language comprehension in oral language development. You will explore contexts that develop young children's oral language comprehension skills and explain the connection between oral language comprehension and early literacy skills.* **June 11th – June 17th**	In Blackboard, please watch the Module 3 Lecture video and review the Module 3 Slides. Topics covered include: • oral language comprehension and the connection between oral language comprehension and early literacy skills • history of picture books, how to select books, and tips for reading to young children • how music supports literacy learning • types of listening and how to build children's listening skills	• Chapter 5: Developing Oral Language Comprehension • Chapter 6: Sharing Good Books with Young Children	• Explore the Oral Language Additional Resources • **Discussion Board #2:** *Explain the connection between oral language comprehension and early literacy skills.* **Due June 15th** • **Midterm Exam (covers text Ch. 1-6) Due June 17th**
Module 4: Teaching Early Foundational Skills	In Blackboard, please watch the Module 4 Lecture video and review the Module 4 Slides. Topics covered include:	• Chapter 7: Teaching Early Reading • Article *How Children Learn to Read Words: Ehri's Phases*	• Review Literacy Strategy • **Phonemic Awareness Screener Due June 22nd**

Module Description	Lecture Schedule	Required Readings	Assignments & Assessments
This module will define the foundational content of early reading instruction. You will explore the methods of early reading teaching and key features of instruction, including organization, procedures, and activities. You will discover effective techniques for teaching emerging word-level and meaning-level reading skills. **June 18th – June 24th**	• learn how storytelling helps language growth • define the foundational content of early reading instruction (listening comprehension, reasoning skills, phonological awareness, vocabulary, alphabet knowledge, print conventions) • the purpose and benefits of Elkonin Boxes • learn Ehri's Phases of word development • how to administer and analyze the phonemic awareness screener	University of Florida Literacy Institute	
Module 5: Early Orthographic Development *This module will explain why early writing (or emergent writing) matters. You will explore children's developmental writing sequence. You*	In Blackboard, please watch the Module 5 Lecture video and review the Module 5 Slides. Topics covered include: • children's developmental writing sequence • instructional strategies for teaching early writing	• Chapter 8: Teaching Early Writing • Article *Concepts About Print* Clay (2000)	• Review Support Materials • **Discussion Board #3:** *Describe children's developmental writing sequence.* **Due June 24th**

Module Description	Lecture Schedule	Required Readings	Assignments & Assessments
will learn several instructional strategies teachers use to support young children's development as writers. **June 18th – June 24th**	• how to administer and analyze the Concepts of Print assessment		
Module 6: Assessment of Early Literacy Development *This module will discuss the role of early learning standards in assessment activity. You will define the concept of an assessment system, identify the principles, types and features of early literacy assessment and describe an assessment model with examples.* **June 25th – July 2nd**	In Blackboard, please watch the Module 6 Lecture video and review the Module 6 Slides. Topics covered include: • the role of standards in assessment of early literacy • identify the principles, types and features of early literacy assessment • discuss various assessment tools • how to use assessment information • the purpose and benefits of literacy centers • how to design literacy centers	• Chapter 9: Assessing for Foundations of Early Literacy Learning	• Review Support Materials • **Literacy Center Design Due June 29th** • **Final Exam (Comprehensive) Due July 1st**

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