



ECHE 4349 Language and Literacy for Young Children Spring 2018

College of Education
Department of Language, Literacy & Special Populations

Instructor: Dr. Elizabeth L. Lee
Office TEC #118
Email elz004@shsu.edu

Office Hours: Tuesday/Thursday 12:30-1:30pm (please schedule appointment)
Online assistance daily via email and after class
All emails will be answered M-F from 9am-6pm

Class Format: Face-to-face
Class day and time: Monday 6-8:50pm
Class location: The Woodlands Campus #251

Course Description: A study is made of the current theories, research, and myths surrounding the development of language in the young child. Students will examine language programs and prepare appropriate language materials for preschool/primary children. Prerequisite: none. Credit 3.

Reading Material:

Required Textbook: Otto, B. (2014). *Language Development in Early Childhood Education*. (5th Ed.) Boston: Pearson.

Recommended websites : Texas Essential Knowledge and Skills (TEKS) –
<http://www.tea.state.tx.us/index2.aspx?id=6148>

Texas Pre-Kindergarten Guidelines –
<http://www.tea.state.tx.us/index2.aspx?id=2147495508>

Texas Infant, Toddler, Three-Year-Old Early Learning Guidelines -
<http://earlylearningtexas.org/media/20496/texas%20infant%20toddler%20and%20three-year-old%20early%20learning%20guidelines.pdf>

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential: Gaining factual knowledge (terminology, classifications, methods, trends).

Important: Learning fundamental principles, generalizations, or theories.

Tk20 Account Statement:

Tk20 Account **is not** required for this course. Tk20 is an electronic toolkit used by candidates to provide evidence that they have mastered state and professional standards for the profession. Additional information regarding Tk20 is available at: <https://tk20.shsu.edu/>

Top Hat:

We will be using the Top Hat (www.tophat.com) classroom response system in class. You will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or through text message. You can visit the Top Hat Overview (<https://success.tophat.com/s/article/Student-Top-Hat-Overview-and-Getting-Started-Guide>) within the Top Hat Success Center which outlines how you will register for a Top Hat account, as well as providing a brief overview to get you up and running on the system. An email invitation will be sent to you by email, but if don't receive this email, you can register by simply visiting our course website: Unique Course URL

Note: our Course Join Code is 616599. Top Hat will require a paid subscription, and a full breakdown of all subscription options available can be found here: www.tophat.com/pricing. You will only need to purchase one subscription to Top Hat even if it is required for multiple courses. Should you require assistance with Top Hat at any time, due to the fact that they require specific user information to troubleshoot these issues, please contact their Support Team directly by way of email (support@tophat.com), the in app support button, or by calling 1-888-663-5491.

Course Format:

The format of this class is face to face with support of the electronic platform Blackboard. The course will include assignments, in class and out of class activities, language program reviews, research, quizzes and exams, PowerPoint presentations will be provided for information clarification, Word documents and additional resources. It is necessary that the student have access to Microsoft Office to view and submit work necessary for the course. Students will submit materials and assignments hard copy or electronically. This will include discussion boards, reflections, class assignments, and reading check points as well as research paper/presentations and project submissions.

Course Content:

ECHE 4349 is a study of the current theories, research, and myths surrounding the development of language in the young child. Students will examine teaching strategies, language programs and prepare appropriate language materials for preschool/primary children. Prerequisite: none. Credit 3.

Throughout this course Students will demonstrate their ability to:

1. Identify, define, and explain the development of language competencies needed by children
2. Distinguish the different aspects of language knowledge
3. Explain and demonstrate the importance of the teacher/care giver's role in providing experiences to engage children in developing language, oral and written.
4. Describe the theoretical perspectives of language development
5. Discuss the relationship between language and culture

6. Describe factors influencing second language acquisition
7. Discuss/describe typical language development at each age (0-8)
8. Compare and contrast different language assessments and highlighting appropriate usage of each.
9. Providing materials appropriate for language development.

Course Requirements/Expectations:

- **Time requirement:** This is a 3 hour credit course. **Each week** the 3 hours participating in class activities/discussions AND spend approximately 9-12 hours reading and preparing for the next week's course work and assignments.
- **Field Experience:** No field experience is associated with this class.
- **Attendance policy:** Top Hat will be used to track attendance. Students will be issued a four digit code used to document their attendance in each class meeting. Points will be deducted from the attendance/participation portion of their overall score for the class, per class meeting, for classes missed. The professor reserves the right to address unusual attendance patterns on an individual basis. If any class is missed it is the responsibility of the student to obtain the needed handouts, information, and materials. Emails requesting information concerning missed material due to absence(s) will not be answered by the professor unless discussed and agreed upon beforehand. Students should not send email notification about absences or tardiness unless (1) it will interfere with an in class presentation, (2) it is excessive, (3) it will be a reoccurring situation based on work, family, or health. Face-to-face communication is the preferred method of discussing attendance. *Attendance will be taken at the start of class. Therefore, it is important to arrive on time.* Each class session is important to your understanding of the course content.
- **Late assignment policy:** Assignments are expected to be submitted on or before the due date noted on the schedule for the semester. Late assignments are accepted but will result in point deductions. One point deduction if submitted after the beginning of class, and an additional point per day the assignment is late.
- **Assignments and grading:** Work will be submitted electronically through Blackboard. Grading criteria/rubrics will be provided. Please bring a hard copy of the rubric to class for any in-class presentations. All written work is expected to be neat, professional and typed. All grading criteria and time restrictions will be given when the assignment is introduced. Assignments will be graded intermittently throughout the semester. Note, it is the goal of the professor to have all assignment graded in a timely manner, however, assignments may not be graded by or before the class meeting following the due date. Per university guidelines, the professor is responsible for grading all materials by the end of the semester and submitting the final grade to the university before the university deadline, which falls after class sessions have ended.
- **Technology policy:** This class will require a laptop, smart phone, or tablet. If you do not have access to one of these please contact the professor to discuss options. Please have your preferred device charged before each class. **Inappropriate use of technology during class is unacceptable and will result in a loss of participation/assignment points.** If it is determined that a student is inappropriately using technology during class they *may* be

issued a warning before being asked to leave class, however, the professor reserves the right to ask inattentive students to dismiss themselves for the rest of the class session at any point. Students are expected to attend to the professor during lecture and to pay attention to the presentations of their peers. This is the same expectation future teachers will have as teachers in their own classrooms. Completing homework for another class, text messaging, using social media, online shopping, pinterest, etc. is NOT acceptable during class for any reason, therefore, **technology should only be present on desktops during suitable portions of the class**. Appropriate use may include the use of technology during discussions, quizzes, Top Hat questions, the final exam, and to document attendance. If you have an emergency that will require the use of technology during class please communicate face-to-face with the professor at or before the start of class to gain permission. Questions will be included concerning course content (i.e.: lecture and textbook chapter readings) will be integrated through Top Hat. These integrated questions will be randomly presented in-class throughout PowerPoint lectures and will only be accessible during that portion of class. Students will be expected to use a personal device to respond to these questions. Lecture PowerPoints will be posted to Blackboard at some point following the class meeting but will be posted without the ability for student's to gain points for the integrated in-class questions. Further, posting the PowerPoints to Blackboard should eliminate any major need for extensive in-class notes to be taken. However, if a student wishes to take notes on a device they should keep in mind that *it is a basic standard for this course that technology only be used respectfully and responsibly*. All SHSU locations have computer usage for students at no charge. The computer lab at the Woodlands Center is located on the third floor. Public Libraries also have computers for public use. [Sam Houston State University Academic Policy Statement 100728](#)

- **Professionalism** must be maintained. This is a professional course of study which prepares students to be responsible, accountable, and successful educators equipped to prepare children of today for their future, as well as the future of our society. As an educator you will additionally be responsible for maintaining professional relationships with parents, colleagues, and the community, which should not be taken lightly. Enthusiasm, professionalism and dedication to your coursework will better you prepare you in engaging children in the learning process. Behaviors considered unprofessional will be addressed on an individual basis.
- **Course Information/ownership** - The class notes, assignments, PowerPoints, videos prepared by the professor of this class are for instructional purposes of the registered student. No professor-uploaded information may be copied, shared, or provided to others that are not registered for the class during this current semester. Selling/sharing of professor-designed materials outside of this class will be viewed as thief of professional intellectual property unless direct consent is provided by the professor. This included selling notes, help sheets or exams that have professor-designed content.
- **Student Information on:** Academic Dishonesty, Classroom Rules of Conduct, Student Absences on Religious Holy Days, Students with Disabilities Policies and Visitors in the Classroom are located at this SHSU website. Students are expected to read, understand and adhere to the above information.
(<http://www.shsu.edu/sacs/compliancereport/narratives/documents/3.4.5-SHSU-Syllabus-Guidelines.pdf>) <http://www.shsu.edu/syllabus/>

Student Syllabus Guidelines:

- **SHSU Academic Policy Manual -- Students**
[Procedures in Cases of Academic Dishonesty #810213](#)
[Disabled Student Policy #811006 or](#)
<http://www.shsu.edu/dotAsset/7ff819c3-39f3-491d-b688-db5a330ced92.pdf>
[Student Absences on Religious Holy Days #861001](#)
[Academic Grievance Procedures for Students # 900823](#)
- **SHSU Academic Policy Manual – Curriculum and Instruction**
[Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
- **Visitors in the classroom -**
Only registered students may attend class. This includes electronic sharing of course information. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.
- **NCATE Accreditation**
The Sam Houston State University, College of Education has the distinction of NCATE accreditation since 1954. As an NCATE accredited program, the College of Education ensures that the best-prepared teachers will be in classrooms teaching the next generation of leaders how to solve problems, communicate effectively, and work collaboratively.

In November 2010, NCATE merged with the Teacher Education Accreditation Council (TEAC) to become the Council for the Accreditation of Educator Preparation (CAEP), combining the two premiere accrediting organizations as a single accrediting agency for reform, innovation, and research in educator preparation. SHSU will continue to be NCATE accredited through its next review scheduled for November 2015.
[NCATE Standards](#)
[CAEP Standards](#)
- **Course and Program Evaluation**
Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.

- **The Conceptual Framework and Model**

[The COE Conceptual Framework](#) establishes the shared vision of the college in preparing educators to work with P-12 students through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment preparing educators to work with P-12 students. Employing a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of diverse learners. The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are: Knowledge Base (CF1), Technological Learning Environment (CF2), Communication (CF3), Assessment (CF4), and Effective Field Experience with Diverse Learners (CF5)

SHSU Dispositions and Diversity Proficiency (DDP) Standards

CF: Conceptual Framework

	DDP	CF	CAEP	NCATE
1.	Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction.	2	1.1 (InTASC #10) & 3.3	1. c., 1. g., & 4. c
2.	Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners.	2	1.5 & 3.4	1.b, 4.a., & 6.d.
3.	Practices ethical behavior and intellectual honesty.	3	1.1(InTASC #9) , 3.3, & 3.6	1.g. & 4.a.
4.	Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices.	3	3.1, 3.3	4.a.
5.	Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners.	3 & 5	1.1 (InTASC #2)	4.a.& 4.d.
6.	Demonstrates ability to be understanding, respectful and inclusive of diverse populations.	3 & 5	3.1	4.a. & 4.d.
7.	Uses assessment as a tool to evaluate learning and improve instruction for all learners	4	1.1 (InTASC #6)	1.d. & 4.a.
8.	Demonstrates a commitment to literacy, inquiry, and reflection.	1 & 4	1.1 (InTASC #9) & 3.3	1. d, 1. g., & 4.a.
9.	Leads diverse learners to higher level thinking in cognitive, affective, and/or psychomotor domains.	5	1.1 (InTASC, & #2)	4.a.
10.	Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners.	5	1.1 (InTASC #2 and #9), & 1.4, 2.3	1.c., 3.c., 4.a., & 4.d.

CAEP: Council for the Accreditation of Educator Preparation (see page 20-21 of CAEP Standards for cross-cutting themes and diversity characteristics)

NCATE: National Council for the Accreditation of Teacher Education

The Dispositions and Diversity Proficiency (DDP) Standards are administered and evaluated in prescribed courses to all educator preparation student in initial and advanced programs

College of Education Information:

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

Course Objectives:

Throughout this course, students will demonstrate their ability to:

1. Identify, define, and explain the development of language competencies needed by children
2. Distinguish the different aspects of language knowledge
3. Explain and demonstrate the importance of the teacher/care giver's role in providing experiences to engage children in developing language, oral and written.
4. Describe the theoretical perspectives of language development
5. Discuss the relationship between language and culture
6. Describe factors influencing second language acquisition
7. Discuss/describe typical language development at each age (0-8)
8. Compare and contrast different language assessments and highlighting appropriate usage of each.
9. Providing materials appropriate for language development.

Matrix:

Topics/Objectives	Activities/ Assignments (including filed based activities)	Measurement (including performance based)	Standards Alignment S1- SPA Alignment (ACEI) S2 – SPA Alignment (NAEYC) TS – Texas Educator Standards/Competencie s DDP – Diversity and Dispositions Proficiencies	Standards Alignment CF – Conceptual Framework Indicator NET*S – ISTE/NETS Technology Standards for Students
Identify, define, and explain the development of language competencies needed by children	Discussions Reading checks Exam	Online discussion, submitted reading check points, exam	ACEI 1 NAEYC 1 a-c, 5 a-c DDP 10	CF 1 NET*S
Distinguish the different aspects of language knowledge	Reading check Parent brochure exam	Online discussion, submitted reading check points, exam Parent Brochure	ACEI 1, 2.1-2-7, 3.1-3.5 NAEYC 1 a-c, 4 a-d, 5 a-c DDP 2, 10	CF 1,3 NET*S 4
Explain and demonstrate the importance of the teacher/care giver's role in providing experiences to engage children in developing language, oral and written.	Lesson plans Materials Parent brochure	Online discussion, submitted reading check points, exam Lesson Plans	ACEI 1, 2.1-2-7, 3.1-3.5 NAEYC 1 a-c, 4 a-d, 5 a-c DDP 2. 10	CF 1,3 NET*S 4
Describe the theoretical perspectives of language development	Discussion Reading checks	Online discussion, submitted reading check points, exam	ACEI 1, 2.1-2-7, 3.1-3.5 NAEYC 1 a-c, 4 a-d, 5 a-c DDP 2, 6, 10	CF 1,3 NET*S 2, 4
Discuss the relationship between language and culture	Discussion Reading checks exam	Online discussion, submitted reading check points, exam	ACEI 1, 2.1-2-7, 3.1-3.5 NAEYC 1 a-c, 4 b, 5 a-c	CF 1,3 NET*S 2, 4
Describe factors influencing second language acquisition	Discussion	Online discussion, submitted reading check points, exam	ACEI 1, 2.1-2-7, 3.1-3.5 NAEYC 1 a-c, 5 a-c	CF 1,3 NET*S 2, 4
Discuss/describe	Parent brochure	Online discussion,	ACEI 1, 2.1-2-7, 3.1-3.5	CF 1,3

typical language development at each age (0-8)		submitted reading check points, exam Submitted parent brochure	NAEYC 1 a-c, 4 a-b DDP 2	NET*S
Compare and contrast different language assessments and highlighting appropriate usage of each.	Discussion Reading check Materials Lesson Plans	Online discussion, submitted reading check points, exam Lesson plans and material with reflection	ACEI 1, 2.1-2-7, 3.1-3.5, 4 NAEYC 3 a-d DDP 2	CF 1,4 NET*S, 4
Providing materials appropriate for language development.	Materials/Reflection Reading Check	Online discussion, submitted reading check points, exam Materials submission with reflection	ACEI 1, 2.1-2-7, 3.1-3.5, 4 NAEYC 3 a-d DDP 7, 10	CF 1,4 NET*S 2, 4

Complete information on the above standards can be found at the following web addresses.

NCATE Unit Standards: <http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>
<http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>

State Standards:

<http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlvl.asp>

<http://www.tea.state.tx.us/index2.aspx?id=5938>

NAEYC standards: http://education.uncc.edu/eportfolio/documents/word_files/Standards/naeyc_standards.htm

ACEI standards:

http://education.uncc.edu/eportfolio/documents/word_files/Standards/acei_standards.htm

Educator Preparation Services site for *Conceptual Framework*: http://www.shsu.edu/~edu_edprep/ **CF—**
Conceptual Framework Indicator

NETS – ISTE NETS Technology: http://www.iste.org/Libraries/PDFs/NETS_for_Teachers_2008_EN.sflb.ashx
NETS*S – ISTE NETS Technology Standards for Students

NCATE/CAEP Standards

[N/C—NCATE/CAEP Standard 1 \(if there is no SPA\)](#)

Course Activities/Assignments:

- 1. Check for Understanding 6@10 pts. 60 pts**
- 2. Child Language Development Lessons/Paper 100 points**
- 3. Language Brochure for Parents 50 points**
- 4. Classroom Selection of Materials/Presentation 50 points**
- 5. Discussion Boards 5@10 pts. 50 points**
- 6. Exam 50 points**
- 7. Classroom Attendance, Participation, Effort, and Dispositions 40 points**

Evaluation/ Grading:

There will be a possible total of **400** points accumulated in the completion of this course.

A=93% and above B=80-92% C=70-80% D=60-70% F= below 60%

372-400 = A

320 – 371 = B

280-319 = C

240 – 279 = D

Below 240 = F

Schedule for ECHE 4349

Class Date	Topics/Required Readings	Assignment Due Dates
Jan. 22	Syllabus and Assignments	
Jan. 29	Ch. 1: Language in Our Lives Ch. 2: Theoretical Perspectives and Contexts of Lang. Dev.	Discussion #1
Feb. 5	Ch. 3: Lang. Dev. Among Children of Linguistic Diversity	Check for understanding #1
Feb. 12	Ch. 4: Infants and Toddlers	Check for understanding #2 Discussion #2
Feb. 19	Ch. 5: Infants and Toddlers Article Discussion	Classroom Selection of Mat. Infants and Toddlers #1-6
Feb. 26	Ch. 6: Preschoolers	Check for understanding #3 Infant/Toddler Lesson Plan & Section of Paper on Lang. Dev. of Child
March 5	Ch. 7: Preschoolers Article Discussion	Classroom Selection of Mat.-Pre-K #7-12 Discussion #3
Spring Break		
March 19	Ch. 8: Kindergartners Pre-schooler Lesson Presentation	Check for understanding #4 Preschooler Lesson Plan & Section of Paper on Lang. Dev. of Child
March 26	Ch. 9: Kindergartners Article Discussion	Classroom Selection of Mat.-Kinder # 15-18
April 2	Ch. 10: Primary Years Kindergarten Lesson Presentation	Discussion #4 Kindergarten Lesson Plan & Section of Paper on Lang. Dev. of Child
April 9	Ch. 11: Primary Years	Classroom Selection of Mat.-Primary years #21-25
April 16	Ch. 12: Lang. Assessment: Observing, Screening, Diagnosing, Documenting Primary Lesson Presentation	Primary (1 st -3 rd) Lesson Plan & Section of Paper on Lang. Dev. of Child
April 23	Ch. 13: Enhancing Lang. Dev. Among Children With Comm. Disorders	Check for understanding #5 Language Dev. Brochure
April 30	Ch. 14: Fostering Lang. Dev. Through School-Home Connections Final Exam Posted-Due May 7	Check for understanding #6 Discussion #5
May 7	Exam Week-No Class Meeting	Final Exam Due by Midnight