

Early Childhood, Elementary, and Middle Level Education Department
ELE 4775: Language and Language Arts in Early Childhood

Instructor: Dana Stodden
Office: Buzzard Building 2213
Email: dgstodden@eiu.edu
Office Hours: Monday and Wednesday 8:30-10:00 a.m. and 3:30- 4:30 p.m. or by appointment.
Phone: Office: 581-7900
Class Meetings: Wednesday Evening 4:30-7:00 at Buzzard Hall Room 2430

Unit Theme: Educator as Creator of Effective Educational Environments: Integrating diverse students, subjects, strategies, societies, and technologies.

Course Description: Normal language development in the young child, Techniques for specific language art skills in preschool and primary teaching. Assessment of pupil growth and achievement in language.

Course Purpose: The purpose of this course is to present content on language acquisition and development for the young child. Strategies for implementing language arts lessons and activities are a major focus of the course. Content on the communication areas of listening, speaking, reading, writing, and the visual arts are included as well as children's literature, media influences, and English Language Learners.

Course Textbooks:

Machado, J. M. (2010). *Early childhood experiences in language arts: Early Literacy. (9th ed).* Belmont, CA: Wadsworth.

Supplemental Materials:

None

Teaching Model:

The Information-Processing Models

- Information-processing models emphasize ways of enhancing the human being's innate drive to make sense of the world by acquiring and organizing data, sensing problems and generating solutions to them, and developing concepts and language for conveying them.

Joyce, B., Weil, M., & Calhoun, E. (2009). *Models of teaching.* (8th ed.). Boston: Pearson.

Dispositions: Teacher candidates in the Department of EC/ELE/MLE will exhibit professional ethical practices, effective communication, sensitivity to diversity, and the ability to provide varied teaching practices evidenced in a supportive and encouraging environment.

Live Text Assessment Requirement: For those classes with Live Text or Practicum- If the portfolio or Live Text requirements are rated, by the instructor, to have been completed in less than a satisfactory manner then no more than a "D" may be earned in the class regardless of the number of points earned.

Standards:

Course requirements and demonstrated competencies are aligned with the following standards:

- Illinois Professional Teaching Standards (IPTS) <http://www.isbe.il.us/profprep/PDFs/ipts.pdf>
- Association for Childhood Education International (ACEI) <http://www.acei.org/Synopsis.htm>
- National Association for the Education of Young Children (NAEYC) http://www.naeyc.org/accreditation/next_era.asp
- Illinois Core Language Arts Standards (ICLAS) http://www.isbe.net/profprep/CASCDvr/pdfs/24110_corelangarts_std.pdf
- Illinois Core Technology Standards (ICTS) http://www.isbe.net/profprep/CASCDvr?pdfs/24100_coretechnology.pdf

Outcomes specific to ELE 4775:

Students will be able to:

1. Demonstrate understanding of the developmental continuum of language acquisition from birth through age eight.
2. Apply knowledge of a variety of strategies to support children's development and learning by designing a literacy rich learning environment
3. Identify the child's level of language development (oral & written) in order to establish achievable goals for children's literacy learning.
4. Effectively communicate information to caregivers and create a climate in which children can strengthen and preserve their home language and culture while acquiring the skills needed to participate in the larger society.
5. Demonstrate the ability to make instructional decisions based on knowledge of language/literacy development, current research, appropriate expectations, and individual children's strengths and needs.

Course Requirements	Demonstrated Competencies	Aligned Standards
Author Study	Performance includes a written author study. Students must gather reference materials on an author. This includes information about the author, an integrated curriculum plan using one book with five different activities including one each in reading, math, science, social studies, and the arts. All resources must be cited on the reference page. A second book, written by the same author, will also be critiqued to give a brief summary and a discussion regarding cultural appropriateness. A 5-10 minute presentation about the author and the two books will be given to the class.	IPTS 4, 7, 8, 9 ACEI 1, 2.8, 3.1, 3.2, 3.3, 3.4, 4 NAEYC 1, 2, 3, 4 ICTS 1,2,3,4 LASIT 1.2 Dispositions: IWS, EC, PTSL, SDE
Language Acquisition Chart	Performance includes the development of a chart showing language development from prenatal to age 8. Focus of the chart is on expressive and receptive language at all stages and ages of development from birth to age 8.	IPTS 4, 7, 8,9 ACEI 1, 3.2 NAEYC 1- 5 LASIT 1 ICTS 2,4,6,7 Dispositions: PTSL
Participation	Performance includes participating in class discussions, reading assigned readings, and listening to peers with respect.	IPTS 9 ACEI 5.3, 5.4 NAEYC 4 ICTS 1, 2, 3, 5, 7, 8 Dispositions: IWS, EC, PEP, SDE
Letter to Parents	Performance includes writing a letter to parents about literacy activities in the classroom and home. Emphasis is on communicating information in a friendly yet professional manner.	IPTS 8 ACEI 5.1 NAEYC 2,4,5 ICTS 7.9 LASIT 2 Dispositions: PEP, EC, PTSL,
Midterm	Students will participate in a midterm exam which covers material from the first half of the class.	IPTS 8 ACEI 4, 5.2 NAEYC 4 ICLAS 1, 2, 3 ICTS 3, 7, 8 Dispositions: EC
Drawing and Writing Sampling	Students will collect five drawing and writing samples from a child between the ages of two and eight years. Performance includes identification of the level of drawing, writing, and spelling for the child, based on the work of Lowenfeld, Clay, and Gentry.	IPTS 3,4,6,7 ACEI 5 NAEYC 1,3,4 ICLAS 1, 2, 3 ICTS 1A, 5A, 7A, 7I Dispositions: IWS, PEP, PTSL, SDE
Design for Language Arts and Literacy Classroom Environment	Performance includes completion of a classroom map, identifying the learning areas for an early childhood classroom, appropriate classroom materials and furniture, ten excellent	IPTS 2, 5 ACEI 5.1, 5.4 NAEYC 1,4,5

	children's books for the library area, a daily schedule, strategies for involving families in literacy, and methods of authentic assessment.	ICLAS 1, 2, 3 ICTS 4, 7, 8 Dispositions: IWS, EC, PTSL, SDE, PEP
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Core Assignments	Brief Description	Points/Due Date	Approximate Weight
Author Study	A comprehensive well-researched paper and oral presentation on an author of children's books.	100 pts. Due 3/6/13	20%
Language Acquisition Chart	A chart of language milestones for young children.	25 pts Due 1/30/13	5%
Letter to Parents	An informative letter to parents about their role in their child's literacy development	25 pts. Due 4/10/13	5%
Exams/Quizzes/Assignments	The exams consist of multiple measures, including short answer, and essay questions. Questions will be derived from lecture, assigned readings, discussions, and student-generated ideas.	200 pts	40%
Participation	Student participation in class.	25 pts Ongoing throughout semester	5%
Drawing & Writing Sample	Students collect five samples of drawing, writing and spelling.	25 pts. Due 4/3/13	5%
Design for Language & Literacy Environment	Students write a cohesive paper on setting up an early childhood classroom for literacy learning.	100 pts. Due 4/24/13	20%
DETAILED INSTRUCTIONS AND EXPECTATIONS FOR EACH ASSIGNMENT WILL BE PROVIDED BY THE INDIVIDUAL INSTRUCTOR			

Reading Assignments & Discussion Questions- It is your responsibility to keep up with the reading assignments and to come to class prepared to discuss the information contained in the assigned reading and be able to apply this to the information presented in class.

Grading Scale: 95%-100% = A, 89%-94% = B, 82%-88% = C, 75%-81% = D, Below

All information in this syllabus should be considered subject to change based upon professional discretion.

Dates may be changed to meet class needs.

Attendance: Regular attendance and class participation are expected and count as part of your grade. Participation points will be deducted for each tardy or absence.

Assignments: Students are responsible for all material covered in class, all assignments on the syllabus, and assignments made in class. Due dates will be set for all work; assignments are to be submitted on the date they are due at the beginning of class. Three points shall be deducted for each calendar day that the material is late including live text submissions. A **10%** deduction will be assessed on all tests not taken on the assigned day. No work will be accepted after the last day of class.

Professional Behavior:

If an illness prevents you from attending class, please notify me, through email, before the beginning of class about your absence. Upon your return to class you will be expected to provide proper documentation. Also, ask a classmate to turn in any assignments which may be due, take notes for you, and pick up any handouts.

Students enrolled in ELE 4000 level courses are in the final stage of their professional preparation; hence, mastery of the English language including grammar, mechanics, spelling, etc. is expected. One point will be deducted for each infraction in all written work submitted for a grade.

COURSE OUTLINE

Date	Lecture /Assignment
Jan. 9	Course Overview Syllabus and Beginnings of Communication (chap. 1) Packet Genie
Jan. 16	<ul style="list-style-type: none"> • Understanding Language Development and Influences • Genetic Inheritance and Emerging Behaviors • Theories of Language Acquisition • First Words and Toddler Speech Monitoring Infant Development The Tasks of the Toddler (chap. 2) <ul style="list-style-type: none"> • Phonology, Syntax, Semantics, Pragmatics • Attachment and Development of Language Skills • From Egocentric Speech to Inner Speech • Symbolic Gesturing
Jan. 23	Sign up for Author Study Go Over Lesson Plan / State Goals and Instructions Preschool Years (chap. 3 & 4) <ul style="list-style-type: none"> • First Sentences • Characteristics of Toddler Language Preschoolers: Young and Older
Jan. 30	Language Acquisition Chart Due Test – Chapters 1-4
February 6	Understanding Differences (chap. 5) <ul style="list-style-type: none"> • Child-Focused and Child-Sensitive Approaches • Standard English • Working with Dialect-Speaking Families • Second Language Learners • Cultural Differences and Promoting Acceptance • Speech-Language Disabilities and Problems
Feb. 13	Achieving Language and Literacy Goals through Program Planning (chap. 6-7) <ul style="list-style-type: none"> • Visual Literacy • Literacy Goals- Skills and Knowledge • Early Literacy • Language Arts Instruction • Federal Legislation Affects Language Arts Curricula • Goal Statements and Commitment to Goals and Objectives •
Feb. 20	Listening: Literate Beginnings (chap. 8) <ul style="list-style-type: none"> • Research on Listening • Types of Listening Critical, Discriminative, Creative Listening Activities Phonological Awareness <ul style="list-style-type: none"> • Phonemic Awareness Skills • Activities to Develop Phonemic Awareness
Feb. 27 Midterm	Test over lectures and chapters 5-8
March 6	Author Study Due with Presentation
March 13	Spring Break

March 20	<p>Print and Early Knowledge and Emerging Interest (chap. 16)</p> <ul style="list-style-type: none"> • Research in Writing Development • Relationship Between Drawing and Writing • Developmental Overview of Children's Drawing and Writing • Invented Spelling (Developmental Spelling) • Activities to Support Children's Drawing and Writing
March 27	<p>Children and Books (chap 9)</p> <ul style="list-style-type: none"> • Age and Book Experiences • Reading Books to Young Children • Choosing Quality Books • Picture Books as a Basis for Theme Instruction/ Literature Based Curriculum • Reading • Awareness of Child Interest and Understanding • Early Readers • Reading Methods • Reading Recovery Program <p>The Role of Story Times and Book-Reading Experiences</p>
April 3	<p>Drawing and Writing Samples Due Reading and Preschoolers (chap 17) Reading (Packet)</p> <ul style="list-style-type: none"> • Storytelling (Chap 10,11,12) • Poetry • Flannel Boards
April 10	<p>Parent Letter Due Realizing Speaking Goals (chap 13,)</p> <ul style="list-style-type: none"> • Daily Conversations • Authentic Teacher • Awareness of Intelligent Behavior • Questioning Skills • Using A Vygotskian or Constructivist Approach
April 17	<p>Creating an Environment to Support Language/literacy Development (chap. 18)</p> <ul style="list-style-type: none"> • Designing a language arts program • Design features of literacy environments • Designing learning experiences • Implementing a balanced language arts program • Evaluating the language arts program <p>Technology Video The Parent Partnership and Media Influences and Technology (chap 19)</p> <ul style="list-style-type: none"> • Families and Child Literacy • Parent Guidelines for Literacy and Language Development • Research based literacy strategies (educational television and literacy; internet based communication; interactive storybooks; audio books; speech-to-text software; captioned video • Communication
April 24	Language and Literacy Environment Project due with Presentation
Final Exam May 1 5:15-7:15 p.m.	Comprehensive Final

Academic Integrity

The Department of EC/ELE/MLE is committed to the learning process and academic integrity as defined within the Student Conduct Code Standard I. "Eastern students observe the highest principles of academic integrity and support a campus environment conducive to scholarship." Students are expected to develop original and authentic work for assignments submitted in this course. "Conduct in subversion of academic standards, such as cheating on examinations, plagiarism, collusion, misrepresentation or falsification of data" or "submitting work previously presented in another course unless specifically permitted by the instructor" are considered violations of this standard.

Student Success Center

Students who are having difficulty achieving their academic goals are encouraged to first contact their instructor. If needing additional help, please contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call [217-581-6696](tel:217-581-6696), or go to 9th Street Hall, Room 1302.

To encourage original and authentic written work, written assignments created in this course (lesson plans, research paper, assessment, and family letter) must be submitted for review to Turnitin.com and will become a searchable document with the Turnitin protected and restricted use database. Details on how to send your documents into Turnitin will be discussed in class.

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 Students with Disabilities: If you have a documented disability and wish to discuss academic accommodations,
 please contact the Office of Disability Services at 581-6583.
