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

Instructor: Dana Stodden

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Office Hours: Monday and Wednesday 9:00-10:00 p.m. and

Tuesday and Thursday 10:00- 11:00 a.m. or by appointment.

Phone: Office: 581-7900

Class Meetings: We will be meeting in Buzzard Hall room 2444 at 10:00 - 11:40 a.m

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. (2013). Early childhood experiences in language arts: Early Literacy. (10th 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, 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 are aligned with the following standards:

- $\cdot \ Il linois \ Professional \ Teaching \ Standards \ (IPTS) \ \underline{http://www.isbe.net/rules/archive/pdfs/24ark.pdf}$
- · Association for Childhood Education International (ACEI)

http://www.ncate.org/LinkClick.aspx?fileticket=2G2qXsJF9cI%3d&tabid=676

· National Association for the Education of Young Children (NAEYC)

http://www.naeyc.org/ncate/files/ncate/file/faculty/Standards/NAEYC%20Initial%20and%20Advanced%20Standards%203 2012.pdf

- · Illinois Social Emotional Learning Standards (SEL) http://www.isbe.net/ils/social_emotional/standards.htm
- · Eastern Illinois University Professional Dispositions

http://www.eiu.edu/clinical/forms/DispositionsforEIUcandidates.pdf

Outcomes specific to ELE 4775:

Teacher candidates enrolled in this course will:

- 1. Apply writing skills to communicate in a variety of forms (explanatory/persuasive/narrative) for diverse audiences and purposes.
- 2. Build knowledge on a subject through research projects and respond analytically to literary and informational sources as they become adept at synthesizing information evaluating sources.
- 3. Apply current technologies and writing, spelling and drawing process as a means to collaborate and analyze children's developmental literacy levels.
- 4. Build interconnections among reading, writing, listening, speaking, viewing, and visually representing in order to analyze and synthesize a multitude of ideas in various domains.
- 5. Apply research-based criteria for selecting and evaluating instructional materials.
- 6. Become productive members of the educational community by effectively participating in a range of conversations and collaborating with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- 7. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- 8. Apply knowledge of language to identify how language functions in different contexts, to make effective choices in regard to meaning or style, and to comprehend more fully when reading, listening, speaking or writing.
- 9. Demonstrate knowledge of the nature of language systems (i.e., phonological, syntactic, semantic, and pragmatic).

| Course Requirements | Demonstrated Competencies | Aligned Standards |
|-------------------------------|--|---|
| Author Study | Performance includes a research paper about an author collecting data using multiple data sources, and an integrated thematic unit with activities in reading, math, science, social studies, and the arts using one trade book written by the author and a list of reference materials. Students critique the book regarding cultural appropriateness and differentiated instruction and will share information in a 5-10 minute oral presentation. | IPTS 1B, 1C, 1E, 1G, 2C, 2D,2I,3A,3B, 6G,9A ACEI 1, 2.1, 3.1, 3.2, 3.3, 3.4, 4 NAEYC 1a,1c, 3,5a,5b,5c,6c SEL: 2C.5b, |
| | | Dispositions: IWS, EC, PTSL, SDE |
| Language Acquisition Chart | Performance includes the development of a chart demonstrating understanding of language acquisition, from prenatal to age 8. Focus of the chart is on expressive and receptive language at all stages and ages of development. | IPTS 1A, 1C,2A,2H,3C,6C, ACEI 1,2.1,3.1,3.2 NAEYC 1a,1c,4b,5a,5b,5c SEL: 2C.5a, |
| | | Dispositions: PTSL |
| Participation | Performance includes participating in class discussions, evaluating best practices and research-based materials, reading assigned readings, and listening to peers with respect. | IPTS: 1B, 1F, 9A, ACEI 5.1, 5.2 NAEYC 5a, 5b, 5c,.6a, 6b, 6c, 6d, 6e, SEL:1C.5b, 2A.5a, 2B.5a, |
| | | Dispositions: IWS, EC, PEP, SDE |
| Letter to Parents | Performance includes writing a letter to parents about literacy instructional practices in the classroom and home. Emphasis is on communicating information to design learning experiences in a friendly yet professional manner. | IPTS: 1A, 1B, 1C, 3F, 5B, 5C,8A, 8B,8D, 9E, ACEI 5.2 NAEYC 2a,2b,2c,3d,4a,6e SEL:1C.1a, 1C.1b, |

| | | Dispositions: PEP, EC, PTSL, |
|-------------------------------|---|---|
| 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. | IPTS :1B, 1C, 1E,2A, 2B, 2D, ACEI 5.1 NAEYC 5a,5b,5c,6b,6c SEL:3A.5b, Dispositions: EC |
| Drawing and Writing Sampling | Students will assess five drawing and writing samples from a child between the ages of two and eight years to recognize the relationships among reading, writing, and oral communication. Performance includes identification of the level of drawing, writing, and spelling for the child, based on the work of Lowenfeld, Clay, and Gentry with respect to the New Common Core Standards. | IPTS: 1C, 2A,2C, 6D, 6F, 7A, 7B, 7D, 7E, ACEI 2.1,4,5.1 NAEYC 1a, 1c,,3a,3b,3c,4b,5c SEL:3C.5b, Dispositions: IWS, PEP, PTSL, SDE |

| Core Assignments | Brief Description | Points/Due Date | Approximate Weight |
|--|---|--|--------------------|
| Language Acquisition Chart | A chart of language milestones for young children. | Due Sept. 4 20 pts | 10% |
| Author Study | A comprehensive well-researched paper and oral presentation on an author of children's books. | Due Sept. 16 60 pts | 30% |
| Test/Examination | The exam consists of multiple measures, including short answer, and essay questions. Questions will be derived from lecture, assigned readings, discussions, and student-generated ideas. | Midterm Oct. 9 30 pts Final Tues. Dec. 10 30 pts | 30% |
| Drawing & Writing Sample | Students collect five samples of drawing, writing and spelling. | Due Oct. 16 20 pts | 10% |
| Letter to Families | An informative letter to family's about their role in their child's literacy development | Due Dec.2 30 pts | 15% |
| Participation | Student participation in class. | Ongoing throughout semester 10 pts | 5% |
| Graduate Student : Students receiving graduate credit must meet graduate level requirements for this c lass. An expanded assignment/additional assignment is required in order to receive | | | To be determined |

graduate credit in this course. One option would be to expand the author study to include five texts from the chosen author and a 10 minute presentation. The nature of this assignment may vary and will be determined after consultation between the individual student and the instructor.

DETAILED INSTRUCTIONS AND EXPECTATIONS FOR EACH ASSIGNMENT WILL BE PROVIDED BY THE INDIVIDUAL INSTRUCTOR

Assignments: Students are responsible for all material covered in class and all assignments on the syllabus or assignments made in class. Assignments are to be completed by class time on the date for which they appear on the syllabus. Late assignments will result in a point deduction which reflects the tardiness of the assignment. (Three points will be deducted for each day for which the paper is late and must be submitted to the instructor in person during regular scheduled office hours.) No assignments will be accepted after the last day of class.

Attendance: Regular attendance and class participation are expected and count as part of your grade.

Grading Scale: Students will need to participate productively in class, attend class consistently, and complete all assignments satisfactorily on time, demonstrating effective critical thinking, writing and reflection. 93%-100% = A, 84%-92% = B, 75%-83% = C, 74-below = D,

COURSE OUTLINE

Week 1

Course Overview Syllabus and Beginnings of Communication (chap. 1)

- Understanding Language Development and Influences
- Genetic Inheritance and Emerging Behaviors

Theories of Language Acquisition

- First Words and Toddler Speech
- Monitoring Infant Development

Week 2

The Tasks of the Toddler (chap. 2)

- Phonology, Syntax, Semantics, Pragmatics
- Attachment and Development of Language Skills
- From Egocentric Speech to Inner Speech
- Symbolic Gesturing
- First Sentences
- Characteristics of Toddler Language

Week 3

Preschoolers (chap. 3)

- Young Preschoolers
- Categories in Children's Thinking
- Books for Younger Preschoolers
- Older Preschoolers
- · Word Meanings

Week 4

Growth Systems Affecting Early Language Ability (chap. 4)

- Physical Growth
- Perception
- Cognitive Development
- Social and Emotional Growth

Week 5

Understanding Differences (chap. 5)

• 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

Week 6

Achieving Language and Literacy Goals through Program Planning (chap. 6-7)

- Visual Literacy
- Early Literacy /Literacy Goals- Skills and Knowledge
- Language Arts Instruction-Historical Roots
- Federal Legislation Affects Language Arts Curricula

Promoting Language and Literacy

- Teaching Strategies
- The Teacher as a Model
- Scaffolding

Week 7

Developing Listening Skills (chap. 8)

- Research on Listening
- Types of Listening
- Critical, Discriminative, Creative Listening Activities

Phonological Awareness

- Phonemic Awareness Skills
- Activities to Develop Phonemic Awareness

Week 8

Print and Early Knowledge and Emerging Interest (chap. 16)

- Research in Writing Development
- Young Children's Progress
- Coordination/ Cognitive Development
- Drawing Experience
- First Alphabets/Handedness
- Environmental Print

Week 9

Spelling

- The Developmental Stages
- Invented Spelling
- Teaching Methods

Week 10

Children, Books and Reading (chap 9 & 17)

- Brief History of Children's Literature
- Reading Books to Young Children
- Choosing Quality Books
- Picture Books as a Basis for Theme Instruction/ Literature Based Curriculum
- Teacher Awareness of Child Interest and Understanding
- A Closer Look at Early Readers
- Reading Methods
- Reading Recovery Program

Week 11

Storytelling, Flannel (felt) Boards and Activity Sets (chap. 10,11,12)

- Story Telling and Literacy
- Telling Stories Without Books
- Using Picture Books for Storytelling
- Other Sources for Stories
- Flannel Board Construction and Activity Sets/ Presentation
- Poetry and Early Reading Ability
- Selection

- Poetry Elements
- Teacher Techniques

Week 12

Realizing Speaking Goals

- Daily Conversations
- Integrating Children into Social Groups
- Questioning Skills
- The Teacher's Role
- Group Time
- Puppetry and Beginning Drama Experiences

Week 13

Creating an Environment to Support Language/Literacy Development (chap. 18)

- Designing a language arts program
- Design features of literacy environments
- Effective learning centers
- Designing learning experiences
- Implementing a balanced language arts program
- Evaluating the language arts program

Week 14

The Parent Partnership and Media Influences and Technology (chap 19)

- · 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

Week 15

Documenting Children's Progress in the Language Arts

- Overview of assessment
- Language assessment continuum (norm-referenced; criterion referenced; observation-documentation)
- Testing bias
- Using assessment to inform instruction
- Assessment Procedures
- Organizing and reporting assessment information

Week 16

Media Influences and Technology

• Research based literacy strategies (educational television and literacy; internet based communication; interactive storybooks; audio books; speech-to-text software; captioned video

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

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

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