

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

Instructor: Kelly Bacon
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Class Meetings: Tuesday 5:45-7:15 p.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:

Jalongo, M. R. (2007). *Early childhood language arts*. (4th ed). Boston, MA: Allyn & Bacon.

Neuman, S. B., Copple, C., & Bredecamp, S. (2000). *Learning to read and write*. (2000). Washington, DC: NAEYC.

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 and demonstrated competencies are aligned with the following standards:

- Illinois Professional Teaching Standards (IPTs)
- Association for Childhood Education International (ACEI)
- National Association for the Education of Young Children (NAEYC)
- Illinois Core Language Arts Standards (ICLAS)
- Illinois Core Technology Standards (ICTS)

Outcomes specific to ELE 4775:

Students will be able to:

1. Demonstrate their understanding of the developmental continuum of language acquisition from birth through age eight.

2. Apply their 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 their ability to make instructional decisions based on their 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 written author study. Students must gather reference materials on the author. The paper includes information about the author, an integrated curriculum plan using one book with five activities in reading, math, science, social studies, and the arts related to one book, and a list of reference materials. Students critique the other book regarding cultural appropriateness. The oral presentation is a 5-10 minute presentation about the author and the two books.	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 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 children's books for the library area, a daily schedule, strategies for involving families in literacy, and methods of authentic assessment.	IPTS 2, 5 ACEI 5.1, 5.4 NAEYC 1,4,5 ICLAS 1, 2, 3 ICTS 4, 7, 8 Dispositions: IWS, EC, PTSL, SDE, PEP

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.		20% (100points)
Language Acquisition Chart	A chart of language milestones for young children.		5% (25points)
Letter toParents	An informative letter to parents about their role in their child's literacy development		5% (25 points)
Midterm	To be discussed		20% (100points)
Participation	Student participation in class.		5% (25 points)
Drawing & Writing Writing Writing Sample	Students collect five samples of drawing, writing and spelling.		5%(25 points)
Design for Language & Literacy Environment	Students write a cohesive paper on setting up an early childhood classroom for literacy learning.		20% (100points)
Final Exam	To be discussed		20% (100points)

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

Specific criteria for each assignment will be discussed in detail by the instructor.
All assignments must be submitted by the last class date (before the final exam).

Policy on absences: Class attendance and participation are required. Please contact me if you have an emergency or are ill. Students who are absent from class are responsible for material and assignments. The participation grade will reflect unexcused absences.

Policy on late assignments: Assignments are due on the date given in the syllabus. Late assignments will have 5 points taken off for each day including weekends. Tests are given on the announced date, unless arranged with the instructor in advance.

Written Work: All written work should be typed following APA style(5th edition). All work will reflect professional honesty.

Please retain a copy of any work submitted to the instructor.

COURSE OUTLINE

8/25 - Introduction to syllabus

9/1 - Learning to Read and Write pages 1-26 The Position

- Continuum of children's development in early reading and writing
- Awareness and exploration (goals for pre-school)
- Experimental reading and writing (goals for Kindergarten)
- Early reading and writing (goals for grade 1)
- Transitional reading and writing (goals for grade 2)
- Independent and Productive Reading and Writing (goals for grade 3)
- Recommendations for Teaching Practices (infant toddler; preschool, kindergarten & primary grades)
- Recommended policies essential for achieving developmentally appropriate literacy experiences

9/8 - Learning to Read and Write pages 27-99 Readers and Writers in the Making

- Readers and writers in the making
- The literate environment
- Language development
- Knowledge of print
- Phonological development

9/15 - Early Childhood Language Arts Chapter 1 and 2 Diversity in Language/ Family

Literacy

- Appreciating Diversity in Children's Language
Meeting the needs of children with language differences
- Readers and writers in the making
- The literate environment
- Language development
- Knowledge of print
- Phonological development
- Parent and family contributions to literacy

- Activities to support family literacy
- Training parents and families as reading partners
- Building vocabulary by reading aloud

9/22 - Early Childhood Language Arts chapter 3 Language development

- Understanding Language Development
- Components of Language (pragmatics, semantics, syntax and grapho-phonics)
- Theories of Language Acquisition
- Phonological development
- Using environmental print

9/29 - Early Childhood Language Arts chapter 4 and 5 Listening and speaking

Language Acquisition Chart due and sign up for author study

- What is Effective Listening
- Developmental overview of children's listening abilities
- Activities to support listening (word families, on-sets and rimes; Directed Listening-Thinking Activity (DLTA))
- Developmental overview of children's speech
- Activities to develop children's speaking

10/6 - Early Childhood Language Arts chapter 6 and 7 Emergent Literacy

Letter to parents due

- Reasons for using literature
- Activities to support responses to literature (Literature circles and book discussions, bi-lingual children's literature)•Choosing books for young children

10/13 Midterm

10/20 Early Childhood Language Arts chapter 8 and 9 Early and Independent Reading

Identify child for writing samples

- Narrative and expository text definitions
- Activities to support children's mastery of narrative and expository text

10/27 - Author Study due with presentation

11/3 Early Childhood Language Arts chapter 10 Drawing and Writing

- Relationships between drawing and writing
- Developmental overview of children's drawing and writing
- Activities to support children's drawing and writing

11/10 Early Childhood Language Arts chapter 13 Documenting Progress

Learning To Read and Write pages 100-122 Ensuring Children's Reading and Writing Success, Running Records

- 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

11/17- Early Childhood Language Arts chapter 12 Designing and Managing a L.A. Program

Drawing and Writing Samples Due

- 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

11/24 Happy Thanksgiving!

12/1 Early Childhood Language Arts Chapter 11 Media and Technology

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

12/8 **Language and Literacy Environment Project due with presentation**

12/15 **Final Exam** (check exam schedule)

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

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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.*