Course Description: Normal language development in young children. The course covers techniques for teaching specific language arts skills in preschool and primary teaching, and assessment of student growth and achievement in language.

Course Rationale: This course is part of the Early Childhood certification sequence, and fulfills the requirement for a course in language development and language arts methods.

Learning Model for the course: Developmental
This model emphasizes development that occurs as a result of interaction between the individual and the physical and social environment. Learning occurs when individuals assimilate new experience into already existing cognitive structures. The model pays great attention to the individual perspective and shapes education so that students can better understand themselves, take responsibility for their own learning, and go beyond current developments in order to become stronger, more sensitive, and more creative (Joyce, B, Weil, M., & Showers, B. {1992}. Models of Teaching, 4th Edition. Allyn & Bacon).

Outcomes for all ELE Classes:
1. Develop a desire of lifelong learning in students, including self-evaluation skills.
2. Demonstrate good communication skills.
3. Demonstrate/exhibit sensitivity to students’ feelings.
4. Design instruction to develop and utilize the cognitive processes by which pupils learn.
5. Demonstrate knowledge of facts, and an understanding of fundamental principles, ideas, and relationships among various knowledge domains.
6. Demonstrate knowledge of past and present developments, issues, research, and social influences in the field of education.

Outcomes specific to this class:
Upon completion of this course, teachers will be able to teach children to:
1. Write to communicate for a variety of purposes.
2. Listen, read, and speak effectively in a variety of situations.
3. Use the language arts to acquire, assess, and communicate information.
4. Read and understand literature representative of various societies, eras, and ideas.
5. Know the language of the arts.
6. Use language to communicate within and beyond the classroom setting.
7. Understand the challenges facing English language learners in the classroom.
8. Understand and value all of the literacy modes, including music, drama, poetry, movement, drawing, visual arts.

Student readings are on reserve at Booth Library, in print and electronic form. Use the password tb4775 to access electronic readings. These readings are designated on the syllabus with the author’s name and / or title.

Course Requirements and Points:

1. Participation (20 points)
   - Read assigned readings
   - Participate in class discussions
   - Attend and participate in ALL classes.
   - Listen to your peers with respect

2. Author Study (100 points)
   - Choose an author of literature for children from my list
   - Follow directions for paper

3. Collect five drawing/writing/spelling samples from a child or children between one and eight years of age. Spend time with the child having a conversation about the drawings, what they mean, the story they tell. Use only plain white paper, no worksheets or pre made materials. Offer dark colors for markers or crayons, not orange, yellow, or pink. You will be sharing these drawings and your assessment in class. Turn in a folder with the drawing, writing/spelling samples from the child (no names please). Write the child’s chronological age in months and the child’s stage in drawing, writing, and/or spelling on the back of each artifact. We will go over the stages of drawing, writing and spelling in class prior to this assignment (50 points).

4. Language Acquisition Chart (50 points). Each student will do a 1-2 page matrix, graph or table regarding language acquisition for a child from birth to age 8. You can look in your textbook for ideas. This chart will help you study for the tests you will need to take for certification.

5. Write a short letter to parents explaining; why early literacy is important, your beliefs are about literacy, and how your classroom will enhance their child’s literacy skills. Make the letter readable for all parents, between 4-6th grade level. More information will be given in class about this assignment (30 points).

6. Midterm (100 Points)

7. Set up a superior language arts and literacy environment for the early childhood classroom and present it to the class. (100 points) Be sure to include the following (also see the outline at the end of the syllabus);
   - A map (use the one I provide) of your classroom with 11 specific areas set aside for literacy learning.
• Give examples of materials you will make available to enhance literacy skills. For example, specific books, toys, art materials, types of dramatic play materials, blocks, puppets, mailboxes.
• Outline the library area, with furniture and and special touches to make it attractive and inviting.
• A daily schedule including times during the day you will focus on literacy activities, (small group time, large group time, independent choice reading time)
• Strategies you will use to involve parents in literacy
• Ways you will authentically assess the progress children make in language development as they interact with materials, with you and with peers. Be sure this occurs during the natural routines of the day, using techniques like tape recording, anecdotal records, language sampling, parent report. No worksheets or tests.

Grading scale:
The total possible points are 450.
100-95% or 450-428 = A
94-89% or 427-400 = B
82-88% or 399-369 = C
81-75% or 338-368 = D
Below 337 = F

** Graduate and Post Bac. students will contract for a grade. To earn an A in the course, a paper and class presentation are required. Please see instructor for more information.

This syllabus may be changed by the instructor at any time during the semester.

Policy on absences: Class attendance and participation are expected. Please contact me if you have an emergency or you are acutely ill and contagious and cannot come to class. Students who are absent from class are responsible for material and assignments. Students are responsible for any missed work.

Policy on Late Assignments: Assignments are due on the date given in the syllabus. Any assignment turned in after this date is considered late. Late assignments will have 5 points taken off for each day of lateness, including weekends.

Students with disabilities should register with the Office of Disabilities Services on campus and accommodations will be made.

All written work should be typed and conform to scholarly format using APA style (5th Edition) including title page and references, reflect academic honesty and no plagiarism. The student should retain a copy of any work submitted.

Directions for Author Study (written assignment):
1. Select one author of children’s literature from the list I give you.
2. Select a minimum of 2 books by this author to review.
3. Begin researching your author on the web and Booth Library.
4. The author study is a paper with six components in this order; introduction, integrated curriculum using one book, book critique on one book, list of some of the books the author has written, conclusion, and reference list for your paper.
5. Write an introductory paragraph to your paper using information you gather about this author addressing the following:
   - Where are they from?
   - Make a timeline of the author’s life.
   - What experiences influenced the author?
   - What topics does the author like to write about?
   - What awards has the author received?
   - What do you notice about the author’s values and beliefs as you read the books?

4. Using one book, develop an integrated curriculum with book related activities in each of the following: science, language arts, math, social studies, and creative arts. The activities should be the springboard for your activities. Organize the activities into a short lesson plan and designate the Illinois Early Learning Standards they meet. An example of this lesson plan format will be given out in class.

5. For one other book,
   - Write the reference at the top APA style (author, copyright date, title, place of publication and publisher)
   - Write a paragraph summary of the book including main characters, theme, plot, action.
   - Critique the book.
   - How culturally appropriate is it?
   - Are the illustrations complimentary and realistic?
   - Are women portrayed as capable?
   - Are there stereotypes? If so, what are they?
   - Is the story distorted or biased?
   - Are role models positive?
   - What age children would best relate to this book?
   - If you liked the book, say why.
   - If you did not like the book, say why not.

6. Make a list of at least 5 of the books this author has written in APA style 5th Edition.

7. List the references you used to do this assignment. Include reference books, web citations, in APA style (5th Edition). See www.apastyle.org

8. You will do a short (5 minute) oral report and introduction of your author to the class. The written portion of this assignment should be 8-9 pages, neatly typed, and organized as follows;
   - Cover page with name, class, date
   - Introduction with information about the author and the timeline
   - Five activities you brainstormed for one book
   - Critique of another book by this author
   - Concluding paragraph
   - List of at least 5 books by the author in APA style
   - References in APA style (5th Edition) www.apastyle.org
### Class Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1/9</td>
<td>Overview, Syllabus, Assignments&lt;br&gt;What is Literacy?&lt;br&gt;Family Literacy?</td>
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<tr>
<td></td>
<td>ASSIGNMENT: Read before next class&lt;br&gt;Jalongo Chapters 1 &amp; 2 &amp; 3</td>
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<tr>
<td>1/16</td>
<td>Language Acquisition&lt;br&gt;Booth-Bennett-Language Acquisition</td>
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<tr>
<td>1/23</td>
<td>Designing a LA Program&lt;br&gt;Jalongo Ch 12</td>
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<tr>
<td>1/30</td>
<td>Effective Listening&lt;br&gt;Ch 4 Jalongo&lt;br&gt;Communicating with Parents&lt;br&gt;*Language Acquisition Chart due&lt;br&gt;*Sign up for Author Studies</td>
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<tr>
<td>2/6</td>
<td>Speaking, Drama, Music, Movement&lt;br&gt;Jalongo Ch 5&lt;br&gt;Bring in your favorite song&lt;br&gt;Booth-Songs</td>
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<tr>
<td>2/13</td>
<td>Presentations in class of written assignment “Designing a Superior Language Arts and Literacy Environment”</td>
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<tr>
<td>2/20</td>
<td>Children’s Literature&lt;br&gt;Ch 9 Jalongo&lt;br&gt;*Identify your child for the drawing and writing assignment&lt;br&gt;*Parent Letter due</td>
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<tr>
<td>2/27</td>
<td>The Development of Drawing, Writing, and Spelling&lt;br&gt;Concepts of Print-Marie Clay&lt;br&gt;Jalongo Ch 10&lt;br&gt;The Relationship between reading, spelling, writing and speaking</td>
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<td>Read the book <em>Learning to Read and Write</em> before this class!</td>
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<td>* Collect your drawing and writing samples</td>
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<tr>
<td>3/5</td>
<td>*Drawing and writing samples due (remember to write on the back the age of the child and their level of drawing, writing, and/or spelling)</td>
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<td>We will discuss these in class</td>
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<td>Date</td>
<td>Event Description</td>
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<tr>
<td>3/12</td>
<td>Spring Break</td>
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<tr>
<td>3/19</td>
<td>Give out Midterm</td>
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<td>English Language Learners</td>
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<td></td>
<td>Booth-Bennett Teaching Techniques</td>
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<tr>
<td>3/26</td>
<td>Authentic Assessment of Language Skills</td>
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<td></td>
<td>Ch. 13 Jalongo</td>
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<td></td>
<td>Booth-Bennett Assessment</td>
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<td>Booth-Schwab: Assessment Reading</td>
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<td>4/2</td>
<td>Author Study presentations in class, written paper due</td>
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<td>4/9</td>
<td>Storytelling</td>
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<td>Ch 6 Jalongo</td>
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<td>4/16</td>
<td>Reading Jalongo Ch 7 &amp; 8</td>
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<td>4/23</td>
<td>Media and Language Development</td>
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<td></td>
<td>Ch 11 Jalongo</td>
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<td>Summary of the Class</td>
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Designing a Superior Language Arts and Literacy Environment for Young Children in Pre K or Kindergarten

The purpose of this assignment is to summarize the material you learned in ELE 4775 regarding developmentally appropriate literacy environments for young children.

1. You will use the map provided as a guide for the basic classroom for the assignment.

2. Use chapter 11 in the Jalongo book and other resources for the assignment.

3. Designate the interest areas in the room where literacy activities will take place.
   - Toys and Games
   - Library
   - Blocks
   - Art
   - Computers
   - Dramatic Play
   - Music
   - Discovery
   - Sand and Water
   - Cooking
   - Outdoors

4. Number and name these areas on the classroom map. Put areas that need natural light near windows, messy areas near the sink.

5. List at least 5 materials you will make available in each of your sections of the room that will enhance literacy learning. For example, in the block area, you might put pictures of structures (like a castle) at the eye level of the children to give them ideas about building. In the library area you might have a puppet theatre with puppets.

6. For the library area, list 10 high quality children’s books (they can be your favorites) you would include. List them with author(s) first, date of publication, then title underlined, publisher and place of publication last.

7. Develop a schedule for the day, with approximate times for activities like free choice time, small group, large group, and outdoors. You may do a half day or full day schedule, pre-K, kindergarten, or primary.

8. Describe how you as the teacher will monitor all areas of the classroom.

9. How and when will you write down observations on children?

10. How will you involve parents in literacy activities in the classroom and at home?

11. How will you assess child progress in the areas of oral language, speaking, the visual arts, pre-reading, reading, and writing?