ELE 4775
Language and Language Arts in Early Childhood
Spring 2009
Kelly Bacon
217-348-1119 Home
217-549-1509 Cell
217-639-4000 School
ksbacon@eiu.edu
Office Hours: before / after class by appointment

Early Childhood, Elementary, and Middle Level Education Department

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:

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.


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. Students will write to communicate for a variety of purposes.
2. Students will listen, read, and speak effectively in a variety of situations.
3. Students will use the language arts to acquire, assess, and communicate information.
4. Students will read and understand literature representative of various societies, eras, and ideas.
5. Students will know the language of the arts.
6. Students will use language to communicate within and beyond the classroom setting.
7. Students will understand the challenges facing English language learners in the classroom.
8. Students will understand and value all of the literacy modes, including music, drama, poetry, movement, drawing, visual arts.

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Demonstrated Competencies</th>
<th>Aligned Standards</th>
</tr>
</thead>
</table>
| **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

Superior 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

<table>
<thead>
<tr>
<th>Core Assignments</th>
<th>Brief Description</th>
<th>Approximate Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author Study</td>
<td>A comprehensive well-researched paper and oral presentation on an author of children’s books.</td>
<td>20% (100pts)</td>
</tr>
<tr>
<td>Language Acquisition Chart</td>
<td>A chart of language milestones for young children.</td>
<td>5% (25pts)</td>
</tr>
<tr>
<td>Letter to Parents</td>
<td>An informative letter to parents about their role in their child’s literacy development</td>
<td>5% (25pts)</td>
</tr>
<tr>
<td>Midterm</td>
<td>to be discussed</td>
<td>20% (100pts)</td>
</tr>
<tr>
<td>Participation</td>
<td>Student participation in class.</td>
<td>5% (25pts)</td>
</tr>
<tr>
<td>Drawing &amp; Writing Sample</td>
<td>Students collect five samples of drawing, writing and spelling.</td>
<td>5% (25pts)</td>
</tr>
<tr>
<td>L.A. / Literacy classroom Literacy Environment</td>
<td>Students write a cohesive paper on setting up a classroom.</td>
<td>20% (100pts)</td>
</tr>
<tr>
<td>Final Exam</td>
<td>to be discussed</td>
<td>20% (100pts)</td>
</tr>
</tbody>
</table>

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).

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

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:

1/14 - Introduction to syllabus

1/21 - Learning to Read and Write  pgs. 1-26  The Position

1/28 - Learning to Read and Write  pgs. 27-99 Readers and Writers in the Making

2/4 - Early Childhood Language Arts  chapter 1 and 2  Diversity in Language/ Family Literacy

2/11 - Early Childhood Language Arts  chapter 3  Language Development

2/18 - Early Childhood Language Arts  chapter 4 and 5  Listening and Speaking Language Acquisition Chart due and Sign up for author study

2/25 - Early Childhood Language Arts  chapter 6 and 7  Emergent Literacy Letter to parents due Language

3/4 - Midterm

3/11 - Early Childhood Language Arts  chapter 8 and 9  Early and Independent Reading Identify child for writing samples

3/18- Spring Break!
3/25 - Author Study due with presentation

4/1 - Early Childhood Language Arts chapter 10 Drawing and Writing

4/8 - Early Childhood Language Arts chapter 13 Documenting Progress Learning to Read and Write pgs. 100-122 Ensuring Children’s Reading and Writing Success, Running Records

4/15 - Early Childhood Language Arts chapter 12 Designing and Managing a L.A. Program

4/22 - Early Childhood Language Arts chapter 11 Media and Technology Drawing / Writing samples due

4/29 - Language and Literacy Environment Project due with presentation

5/6 - Final Exam

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

ELE 4775 References


comprehension. *(The Reading Teacher, 41, 194-200.*


************************************************************************************************
******

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.

************************************************************************************************
******