



Fayetteville State University
School of Education
Department of Elementary Education

I. LOCATOR INFORMATION:

Course: READ Language Development and Emerging Literacy

Semester: Fall 2009

Credit Hours: 3 semester hours

Time: Sec. Online

Instructor: Dr. Earlyn Jordon, Associate Professor

Phone: Office: 672-1421 Department Phone: 672-1538

Office: BU 346 Office Hours: Tue 1:00 – 4:00 PM; Wed: 2:00 – 4:00; TH 1:00 – 4:00

Other times by appoint.

II. COURSE DESCRIPTION

This course focuses on the purposes of literacy instruction which include helping children develop their oral language skills, and describing how reading and writing develop. Emphasis is placed in providing a wide variety of activities for preschoolers to stimulate language development and literacy. Assessing children’s progress in literacy is also addressed. This course is required for all Birth-Kindergarten majors and may be taken to satisfy requirements in the reading concentration for elementary education majors and the language arts concentration for middle grades majors.

III. TEXTBOOK

Otto, Beverly (2006). Language Development in Early Childhood, 2/E. Prentice Hall. ISBN:9780131187719

IV. SCHOOL OF EDUCATION’S CONCEPTUAL FRAMEWORK

The conceptual framework of the School of Education is reflected in this course and establishes a shared vision of its efforts in preparing educators to work effectively in P-12 schools. It defines the educator as a *Facilitator of Learning*, one who seeks to make the learning process accessible and one who enables learning to take place successfully. This presupposes that the educator is reflective and serves as a catalyst, stimulator, and motivator of the teaching for learning process. The conceptual framework defines the unit’s vision which underscores the school’s purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological, and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the music program. The

themes of our conceptual framework are: (1) caring dispositions and ethical responsibility; (2) communication; (3) knowledgeable and reflective educators; (4) research and leadership; (5) respect for diversity and individual worth; (6) technological competence and educational applications; and (7) working with families and communities.

Conceptual Framework Themes	School of Education Expectations
Caring Dispositions and Ethical Responsibility (1)	Candidates completing these programs are caring and ethically responsible teachers and school executives who are committed to working with all learners, diverse families, and promoting the success of all students.
Communication (2)	Candidates communicate effectively and proficiently with all students, parents, peers, and administrators.
Knowledgeable and Reflective (3)	Candidates should be knowledgeable about their subject matter and the teaching process, and they should use this knowledge to help students succeed academically, and to improve family support of education in a technological and global society.
Research and Leadership (4)	Candidates completing these programs combine theory and practice in preparation to assume the roles of teacher leaders and school executives. Candidates work to improve the profession and contribute to the establishment of positive working conditions. Candidates are taught to use research to inform practice and to participate in research to expand their knowledge bases.
Respect for Diversity and Individual Worth (5)	Candidates completing our programs develop sensitivity to all types of diversity and practice responsive pedagogy.
Technological Competence and Educational Applications (6)	Candidates understand that technology is a tool that supports learning and know how to utilize technology to enhance instruction, learning, research, and data management.
Working with Families and Communities (7)	Candidates understand the contemporary family and communities and use that knowledge to help students learn, achieve, and succeed in life.

IV. COURSE GOALS AND OBJECTIVES

V. Student Learning Outcomes

Upon completion of this course, the candidate has a broad knowledge and understanding of the major concepts in literacy:

- a) plan and provide children with a print-rich classroom environment
- b) demonstrate and model literacy events
- c) plan opportunities for children to work and play together in literacy enriched environment
- d) demonstrate the ability to link literacy and play
- e) plan opportunities for children to experiment with emergent forms of reading and writing
- f) demonstrate knowledge required for making accommodations for children’s developmental, cultural, and linguistic diversity
- g) demonstrate an understanding for the need to read to children daily and to encourage them to read familiar books on their own
- h) demonstrate knowledge of the reading foundations, specifically language development and linguistics
- i) plan and develop a literacy program based upon assessed needs
- j) critically evaluate and select instructional strategies to help improve literacy development.

North Carolina Professional Standards:

Standards and Indicators	Artifacts and Documents
Standard I: Teachers Demonstrate Leadership	
Indicators	
<ul style="list-style-type: none"> • Takes responsibility for the progress of students to ensure that they graduate from high school. • Demonstrates ethical behavior through adherence to the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards of Professional Conduct</i> • Use data to organize, plan, and set goals • Establish a safe and orderly environment • Empower students 	Observation Self Evaluation Checklist PDS Activity Log
Standard II: Teachers Establish a Respectful Environment for a Diverse Population of Students	
Indicators	
<ul style="list-style-type: none"> • Establishes an inviting, respectful, supportive, inclusive, and flexible learning environment. • Communicates high expectations for all students. • Provides research based effective practices for students with special needs. 	Learning Log Rubrics Teaching Strategy Rubric Unit Plan Rubric Interdisciplinary Fair Rubric

<ul style="list-style-type: none"> Communicates and collaborates with the home and community for the benefit of the students. 	
Standard III: Teachers Know the Content They Teach	
Indicators <ul style="list-style-type: none"> Teacher align their instruction with the NC SCOS Teachers know the content appropriate to their teaching specialty. Teachers recognize the interconnectedness of content areas/disciplines 	Quiz and Examinations Learning Log Rubrics Teaching Strategy Rubric Unit Plan Rubric Interdisciplinary Fair Rubric
Standard IV: Teacher Facilitate Learning for Their Students	
Indicators	
<ul style="list-style-type: none"> Communicates clearly with students in a variety of ways. Provides opportunities for students to articulate thoughts and ideas 	Learning Log Rubrics Teaching Strategy Rubric Unit Plan Rubric Interdisciplinary Fair Rubric
Standard V: Candidates Reflect on Their Practice	
Indicators	
<ul style="list-style-type: none"> Provides ideas about what can be done to improve student learning in their classroom Considers and uses a variety of research based approaches to improve teaching and learning. 	Reference sources for teachers Lesson plans Formative and Summative Reports

VI. DISPOSITIONS

Dispositions will be addressed through readings, modeling, reflecting, field experiences, and discussion. This course will seek to enhance and strengthen the dispositions listed below.

Professional Competence		Professional Responsibilities	
X	Appreciates and engages in self-reflection	X	Dresses appropriately for the setting
X	Shows a commitment to ongoing learning	X	Is punctual
X	Desires to learn and apply new technologies	X	Attends class regularly and participates in the class

VII. COURSE OUTLINE

Due Date	Topic	Assignment Due
Week 1	Overview of Course and Getting to Know One Another	Read announcements and course syllabus. SUBMIT THE PRACTICE ASSIGNMENT. Read PowerPoint on Vocabulary Notebooks in course documents.
Week 2	Understanding the Role of Language in Our Lives & Learning the Lingo	Read chapter one in textbook and SUBMIT ASSIGNMENT #1. Begin vocabulary assignment.
Week 3	What is the relationship between Learning and Language?	Read chapter two, view PowerPoint on chapter two and SUBMIT ASSIGNMENT #2.
Week 4	How is language diversity defined and what support for language development is required for the linguistically diverse?	Read chapter three, and view PowerPoint on chapter three. SUBMIT ASSIGNMENT #3 AND THE VOCABULARY NOTEBOOK COMPLETED THUSFAR.
Week 5	What do we understand about and how do we enhance language development in infants and toddlers	Read chapter four and five. View PowerPoints on chapters four and five. Add to your vocabulary notebook. SUBMIT ASSIGNMENT #4.
Week 6	What do we understand about and how do we enhance language development in preschoolers?	Read chapters six and seven. View the PowerPoints for chapters six and seven. Add to your vocabulary notebook. SUBMIT ASSIGNMENT #5.
Week 7	What do we understand about and how do we enhance language development in kindergarteners?	Read chapters eight and nine. View the PowerPoints for chapters eight and nine. Add to your vocabulary notebook. SUBMIT ASSIGNMENT #6.
Week 8	How do we assess children's uses of language?	Read chapter 12. View the PowerPoint for chapter 12 and SUBMIT ASSIGNMENT #7.
Weeks 9	What do we understand about and how do we enhance language development among children with communicative disorders?	Read chapter 13, view the PowerPoint for chapter 13 and SUBMIT ASSIGNMENT #8.
Weeks 10 – 12	How can we foster language development through school-home communications?	Read chapter 14, view the PowerPoint for chapter 14 and SUBMIT ASSIGNMENT #9.
Week 14	Pulling It All Together	SUBMIT VOCABULARY NOTEBOOK SUBMIT ASSIGNMENT #10
Week 15	Last Class –Final Exam	

NOTE: An education major earning a grade less than “C” in an education course is required to repeat the course.

VIII. COURSE REQUIREMENTS

- A. Complete all reading assignments and discussion questions
- B. Participate in Discussion Board Forums
- C. Complete all quizzes
- D. Complete individual activities and projects

IX. EVALUATION CRITERIA

The final grade you receive in this course will be based on how well you have completed the learning activities, examinations, group activities, and the practicum. An average of scores from these activities, credit for participation, professional development activities, and class and practicum attendance will determine your final grade. You should be able to anticipate your grade for the course by checking your grade book on *Blackboard Learning System*.

A. Grade Distribution Points

- 1. Reading Assignments = 20%
- 2. Discussion Board =20%
- 3. Quizzes and Examinations = 20%
- 4. Activities = 20%
- 5. Projects = 20%

B. Grading Scale

92 – 100 = A
83 - 91 = B
73 - 82 = C
64 – 72 = D
Below 63 = F

VIII. TEACHING STRATEGIES:

Lecture-discussion, demonstration, discussion, large and small group activities, group projects, field assignments, and reflection.

X. REFERENCES

See External Links on Blackboard

NOTE: Refer to references at the end of each chapter or a more extensive list. FSU Curriculum Lab houses state adopted reading texts, journals, magazines, and the North Carolina Standard Course of Study, which is also available at www.ncpublicschools.org

X. Disabled Student Services:

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a

disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910 672 – 1203.