



## Fayetteville State University Department of Elementary Education

### I. Locator Information:

**Course Number:** READ 370-D1

**Course Name:** Language Development and Emerging Literacy

**Semester:** Spring 2012

**Class Location:** Online

**Instructor:** Dr. Earlyn G. Jordon

**Office Location:** 346 G. L. Butler Building

**Office Hours: Mondays and Wednesdays** 11:00 – 1:00: 2:00 – 4:00

**Telephone:** (910)672-1638

### II. FSU Policy on Electronic Mail:

Fayetteville State University provides to each student, free of charge, an electronic mail account ([username@broncos.uncfsu.edu](mailto:username@broncos.uncfsu.edu)) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or request from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

### III. University Policy on Students Needing Accommodations

The university continues to be sensitive to the identification of possible barriers to students with disabilities and attempts to make reasonable accommodations for these students. In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990, if you have a disability or think you have a disability, please contact the Center for Personal Development in the Spaulding Building, Room 155 (1<sup>st</sup> Floor); 910-672-1203.

#### **IV. 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.

#### **V. Textbook**

Otto, Beverly (2009). *Language Development in Early Childhood*, 3<sup>rd</sup> ed., Prentice Hall. ISBN:9780135019696

#### **VI. School of Education 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 elementary education 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.

#### **VII. Course Learner Outcomes:**

**After completing this course, the teacher candidate will be able to:**

- 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.

#### **VIII. Learning Outcomes**

### Elementary Education Undergraduate

1. Teacher candidates will know their content based on the North Carolina Standard Course of Study, State Standards and CAEP.
2. Teacher candidates will know how to teach based on the North Carolina Standard Course of Study, State Standards, and CAEP.
3. Teacher candidates will implement practices that reflect the cognitive, mental, and physical development of PK-6 students.
4. Teacher candidates will know how to utilize technology to enhance instruction, learning, research, assessment, and data management.
5. Teacher candidates will demonstrate leadership skills through the establishment of a safe, orderly, and positive environment.
6. Teacher candidates will provide appropriate accommodations and implement teaching strategies for diverse learners.
7. Teacher candidates will integrate 21<sup>st</sup> century knowledge and skills in instruction.
8. Teacher candidates will be able to communicate effectively and be reflective practitioners.

### IX. NC Department of Public Instruction Competencies

#### NCDPI Competencies applicable to this course are:

Teachers demonstrate leadership in their classrooms.

Teachers establish a respectful environment for a diverse population of students.

Teachers know the content they teach.

Teachers facilitate learning for their students.

Teachers reflect on their practice.

#### 7. NCDPI, SOE Conceptual Framework

| Standards and Indicators  | School of Education Conceptual Framework | Dept. of Elementary Educ. | Artifacts and Documents  |
|---|--|---------------------------|--|
| <p><b>Standard I: Teachers Demonstrate Leadership</b></p> <p><b>NCDPI 1a.2 Teachers lead in their classrooms.</b></p>   | #1                                       | #5                        | <ul style="list-style-type: none"> <li>• Writing Prompts</li> <li>• Discussion Forums</li> <li>• Digital Presentations – visuals (power points, flyers, brochures, newsletters)</li> <li>• Quizzes</li> </ul>  |
| <p><b><u>Standard #2: Teacher Establish A Respectful Environment for a Diverse Student Population</u></b></p> <p>NCDPI 2b.3 Teachers embrace diversity in the school community and in the</p> | #5                                       | #6                        | <ul style="list-style-type: none"> <li>• Writing Prompts</li> <li>• Discussion Forums</li> <li>• Digital Presentations – visuals (power points, flyers, brochures, newsletters )</li> <li>• Quizzes</li> </ul> |

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| <p>world.</p> <p>.</p> <p>NCDPI 2d.1 Teachers adapt their teaching for the benefit of <b>students with special needs.</b></p>   |                   |                |  |
| <p><b><u>Standard #3 Teachers Know the Content They Teach</u></b></p> <p>NCDPI 3d.1 Candidates make instruction relevant to students.</p>   | #3                | #1             | <ul style="list-style-type: none"> <li>• Writing Prompts</li> <li>• Discussion Forums</li> <li>• Digital Presentations – visuals (power points, flyers, brochures, newsletters )</li> <li>• Quizzes</li> </ul> |
| <p><b><u>Standard #4 Teachers Facilitate Learning for Their Students</u></b></p> <p>NCDPI 4a.1 &amp; 4a.2 Candidates know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social and emotional development of their students.</p> <p>NCDPI 4c.1 Candidates use varied instructional methods.</p> <p>NCDPI 4e.1 Candidates help students develop critical-thinking and problem-solving skills.</p> | # 1,2,3,4,5,6,& 7 | #2, 3, 4, 6, 7 | <ul style="list-style-type: none"> <li>• Writing Prompts</li> <li>• Discussion Forums</li> <li>• Digital Presentations – visuals (power points, flyers, newsletter, brochures)</li> <li>• Quizzes</li> </ul>   |
| <p><b><u>Standard #5 Teachers Reflect on Their Practice</u></b></p> <p>NCDPI 5c. 1 Candidates</p>   | #3,4              | #8             | <ul style="list-style-type: none"> <li>• Writing Prompts</li> <li>• Discussion Forums</li> <li>• Digital Presentations – visuals (power points,</li> </ul>   |

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| function effectively in a complex, dynamic environment. |  |  | <b>flyers, brochures, newsletters )</b> <ul style="list-style-type: none"> <li>• <b>Quizzes</b></li> </ul> |
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## X. Dispositions

During the course, candidates are expected to demonstrate the dispositions checked.

| <b>Professional Competence</b>                 |   | <b>Professional Responsibilities</b> |  |
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| X  | Appreciates and engages in self-reflection                          |                                      | Dresses appropriately for the setting                |
| X  | Shows a commitment to ongoing learning                              |                                      | Is punctual  |
|  | Desires to learn and apply new technologies                         | X                                    | Regularly participates in the class                  |
| X  | Is receptive to new ideas and feedback                              | X                                    | Completes assignments and tasks in a timely manner   |
| X  | Writes clearly and effectively                                      | X                                    | Willing to go beyond required assignments            |
| X  | Uses culturally sensitive language when communicating with families | X                                    | Shows initiative and motivation                      |
| X  | Respects the privacy of students and their families                 | X                                    | Assumes fair share of responsibilities               |
| <b>Professional Dispositions and Qualities</b> |   | <b>Professional Integrity</b>        |  |
| X  | Believe all children can learn                                      | X                                    | Displays high and ethical professional standards     |
| X  | Understands the culture of students and their families              | X                                    | Is honest and dependable                             |
| X  | Values and respects diversity and individual differences            | X                                    | Is courteous and respectful                          |
| X  | Demonstrates flexibility and adaptability                           | X                                    | Has a positive professional attitude                 |
| X  | Treats all students fairly and equitably                            | X                                    | Accepts and uses constructive criticism              |
| X  | Is sensitive to the feelings of others                              | X                                    | Maintains emotional control and appropriate behavior |
| X  | Interacts appropriately and positively with others                  | X                                    | Works cooperatively with peers                       |

## XI. Course Schedule

### • XI. Assignment Schedule

| Week of                                      | Assignments  | Assignment Due  |
|--|--|---|
| Jan 7 – 18                                   | <b>Module</b> –e Introductions and Course Etiquettes   | Discussion Board  |
| Jan 7 – 18                                   | <b>Module 1:</b><br>Chapter 1: Language In Ours Lives  | Writing Prompt(s)= 20<br>Presentations = 20<br>Discussion Board(s) = 20<br>Quiz # 1 = 50 pt<br><b>Deadline for all assignments<br/>Jan. 18<sup>th</sup> by 11:00 PM</b>         |
| Jan 19 – 28 <sup>th</sup><br>Due by 11:00 PM | <b>Module 2</b><br>Chapters 2: Theoretical Perspectives and Contexts of Language Development | Writing Prompt(s)= 20<br>Presentations = 20<br>Discussion Board(s) = 20<br>Quiz # 2 = 50 pts<br><b>Deadline for all assignments<br/>Jan. 28<sup>th</sup> by 11:00 PM</b>        |
| Jan 23 – Feb 11 <sup>th</sup>                | <b>Module 3</b><br>Chapter 3: Language Development Among Children of Linguistic Diversity    | Writing Prompt(s)= 30 (15 ea)<br>Presentations = 15<br>Discussion Board(s) = 10<br>Quiz # 3 = 50 pts<br><b>Deadline for all assignments<br/>Feb 11<sup>th</sup> by 11:00 PM</b> |
| Feb. 13 – Feb 25 <sup>th</sup>               | <b>Module 4</b> Chapters 4 & 5<br>Language Development Among Infants and Toddlers            | Writing Prompt(s)= 20<br>Presentations = 20<br>Discussion Board(s) = 20<br>Quiz # 4 = 50 pts<br><b>Deadline for all assignments<br/>Feb. 25<sup>th</sup> by 11:00 PM</b>        |
| Feb 27 – Mar 5th                             | <b>Module 5</b> Chapters 6 & 7<br>Language Development in Preschoolers                       | Writing Prompt(s)= 30<br>Presentations = 20<br>Discussion Board(s) = 10<br>Quiz # 5= 50 pts<br><b>Deadline for all assignments by<br/>Mar 5<sup>th</sup> 11:00 PM</b>           |
| Mar 12th – Mar 24th                          | <b>Module 6</b><br>Chapters 8 & 9<br>Language Development in Kindergarteners                 | Writing Prompt(s)= 30<br>Presentations = 20<br>Discussion Board(s) = 10<br>Quiz # 6= 50 pts<br><b>Deadline for all assignments by<br/>Mar 24<sup>th</sup> 11:00 PM</b>          |

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| Mar 26 <sup>th</sup> – Apr 7 <sup>th</sup>  | <b>Module 7</b><br>Chapters 10 & 11<br>Language Development in Primary Years   | Writing Prompt(s)= 20<br>Presentations = 20<br>Discussion Board(s) = 20<br>Quiz # 7= 50 pts<br><b>Deadline for all assignments<br/>Apr 7<sup>th</sup> by 11:00 PM</b> |
| Apr 9 <sup>st</sup> – Apr 21 <sup>th</sup>  | <b>Module 8</b><br>Chapter 12 & 13<br>Language Assessment: Observing, Screening, Diagnosing, and Documenting<br><br>Enhancing Language Development Among Children with Communication Disorders | Writing Prompt(s)= 30<br>Presentations = 30<br>Quiz # 8= 50 pts<br><b>Deadline for all assignments<br/>Apr 21<sup>st</sup> by 11:00 PM</b>                            |
| Apr 23 <sup>th</sup> - Apr 27 <sup>th</sup> | <b>Module 9</b><br>Chapter 14<br>Fostering Language Development Through School- Home Connections   | Presentations = 20<br><b>Deadline for all assignments<br/>Apr 27<sup>th</sup> by 11:00 PM</b>   |
| Apr 30 <sup>th</sup>                        |  | Final Examination = 100   |
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## **XII. Course Requirements**

- A. Complete all required readings, and assignments
- B. Actively participate in Discussion Board Forums
- C. Complete all quizzes

## **XIII. Evaluation Criteria/Grading Scale**

| University Grading Scale: | Point Value            |
|---------------------------|------------------------|
| 92 – 100% = A             | 920 - 1000 Points ( A) |
| 83 - 91% = B              | 830 - 910 Points (B)   |
| 73 - 82% = C              | 730 - 820 Points (C)   |
| 64 - 72% = D              | 640 - 720 Points (D)   |
| Below 63% = F             | 639 – below Points (E) |

## **XIV. Bibliography**

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