**COURSE SYLLABUS**

**Mississippi Valley State University**

**Department of Teacher Education**

*Holistic Transformer*:

*Transforming and developing scholars, reflective thinkers and facilitators, and responsible professionals who will change and transform the Delta and society beyond.*

**Course Number: EC: 308**

**Course Title : Language Development in Early Childhood Education**

**Course Term: Fall /Spring 2018-19**

**Meeting Days: M : 6:00 - 8:40 Location: OPL: Room 332**

**Faculty: Dr. Loraine Woods**

**Office Hours: Mon. 1:00-6:00/ Wed. 1:00 to 5:00/**

**Office LCT: OPL 182**

**Phone: Office: 662- 254-3616**

**E-mail:** [**lwoods@mvsu.edu**](mailto:lwoods@mvsu.edu)

**Prerequisite (s):**

None

**Required Text:**

Otta, Beverly (2014). *Language development in early childhood* (4rd ed.). Upper Saddle River, NY: Merrill Prentice Hall. ISBN-978-0-13-286755-9

**Supplemental Documents:**

Otta, Beverly (2012). *Literacy development in early childhood* (4th ed.). Pearson: Ally and Bacon/Merrill Prentice Hall. ISBN-978-10 - 0-13-678876-9

**Course Description:**

Provides foundations and strategies for facilitating language development in infants, toddlers and young children.

**Credit Hours: 3.0**

**Purpose/Goal of the Course:**

This course provides an introduction to the developmental stages of language acqusition in young children from birth to 8 year. The focus of the course is on the facilitation of language acquisition in young children.

**Course Objective**:

Upon completion of this course, students will be able to

1. Demonstrate a basic understanding of the theories underlying child development.

(NAEYC 1a, lb; INTASC 1,4 )

2. Discuss theories of development, the impact of developmental processes on early childhood

practices and types and techniques of observation. (NAEYC 3a, 3b; INTAC 1,4)

3. Identify and describe the nature/nuture of contextual influences on child development.

(NAEYC 2a; INTASC 2)

4. Consider cultural and diversity issues relevant to child development.

5. Plan and implement age and individually appropriate activities for a child from 4 months to age 3, base on knowledge of developmental milestones

6. Demonstrate skills in practical application of developmental principles and theories, observation techniques and recognition of growth and developmental patterns.

(NAEYC 3a, 3b, 3c,3d; INTASC 4)

7. Demonstrate,discuss knowledge of the brain’s role in language development/ literacy in young children. (NAEYC 1a, lb; INTASC 1,4 )

**General Course Goals**:

This course is part of the professional education for Mississippi Valley State University’s Early Childhood Education Program. The program goals and objectives are aligned with the Standards

of the National Association for the Education of Young Children (NAEYC) and with the Conceptual Framework of the Department of Teacher Education: i.e., the MVSU Model -a Developmental Teacher Preparation Model.

**Course Objectives**:

At the end of the course the student will

A. **Objectives -Knowledge**

1. To evaluate the classical perspective of the role of a teacher (INTASC 1.5)

(ACEI 1), (NAEYC 1,3,4,4c)

2. To demonstrate an understanding of role of teachers from other cultures than the United States. (ACEI 1), ( INTASC 1,2,3,5), (NAEYC 4, 4b)

3. To research the literture on positive multicultural techniques for dealing with young children. (NAEYC 1,3) ( INTASC 9,10)

4. To demonstrate an understanding of programs for early childhood education and parent education (INTASC 7,9,10), (NAEYC 1, 4 )

Outcome II: Master candidates will demonstrate the principles of effective playful learning and

the ability to use a range of strategies to promote positive relationships, cooperative, and purposeful learning in the classroom representative of Teacher as a Scholar.

B. Objective - Knowledge

5. Demonstrate the effective delivery of standard-based instruction.(INTASC 7) ,(STAI),

(NAEYC 4, 4B)

6. Create and maintain effective management strategies( organization of time, space, resources, and activities). (INTASC 5), (STAI), (ACEI 3, 1D), (NAEYC 1)

7. Explain teachers and students legal rights. (INTASC 2)

8. Organize content knowledge for student learning by gathering information

(INTASC 1,6,7,10), (STAI), (NAEYC 4 , 4C)

Outcome III: Candidate will creatively implement strategies to teach cont, measure the results,

and reflects on the experiences in order to make changes, thus demonstrating Teacher as a Reflective Thinker.

C. Objective - Skills

9. To analyze learning from observation in the classroom. (INTASC 8), (NAEYC 3)

10. To teach an effective lesson to students in the classroom. (INTASC 2,3,4), (ACEI 2),(NAEYC 4,4B) 11. To teach a personal philosophy of early childhood education using the outline and rubric attached to the syllabus. (INTASC 5,6)

12. To make an oral and written report on one of the leading advocates of early childhood education. (INTASC 9, 10)

13. To use written and oral language to keep the communication among colleagues,

Students and parents open. (INTASC 9,10)

Outcomes IV: Candidate will demonstrate attitudes, habits, and behaviors representative of

Teachers as Responsible Professionals.

D. Objective - Dispositions

14. To demonstrate ethical behavior in working with students in the classroom.

(INTASC 10), (NAEYC 4,5), (INTASC 2,6)

15. To demonstrate positive attitude toward the use to technology in teaching early childhood education. (INTASC 9), (ACEI 3, 3C), (NAEYC 4, 4C)

16. Demonstrate teacher professionalism to enhance classroom instruction.

(INTASC 1,7,9), (ACEL 5, 5B), (NAEYC 5)

17. Participate in professional conferences, seminars, and/or workshops that stimulate

an promote an enhance knowledge of the teaching profession. (INTASC 10), (NAEYC 5)

The theme of the Conceptual Framework of the College of Education is captured in the phrase “Holistic Transformer”, which refers to the professional educator as one who transforms individuals and society through the transmission of knowledge. To be an effect agent for the transformation of individuals and society, students who graduate from the MVSU College of Education must be scholars, reflective thinker and facilitators of learning, and responsible professionals.

**Course Outcomes and Learning Outcomes**:

EC: 308 will primarily focus on the development of knowledge, skills, and dispositions necessary to effectively plan, implement and evaluate effective language development in early childhood,

teaching techniques, learning theory, and curricular design unique to young children that can be applied during their student teaching experience

|  |  |  |
| --- | --- | --- |
| STANDARD (S) | LEARNING OUTCOMES | ASSESSMENT |
| NAEYC, 4c, ACEI, 3b HTM1, 2, | 1.Understand the characteristics and scope of the process of language acquisition | Defining and describing the process of language acquisition. Explaining receptive and expressive language Summarizing the factors in language development. Give Quiz |
| NAEYC,1a-c, ACEI, 1, HTM 1.1 | 2. Provide learning opportunities that support the intellectual, social emotional, and physical development of students based on an understanding of childhood development and learning | Explaining and describing theories of language development, seven functions of Holiday. Give Quiz |
| NAEYC, 1 ACE I, HTM 1,2 | 3. Adapt instruction for diverse learners based on an understanding of how students differ. | Identifying linguistic differences across cultures. Lesson Plan/activity |
| NAEYC, 4a, , ACEI,3.5 HTM 1 .1,2.1,3.1 | 4. Create a learning environment that foster active engagement, self-motivation and positive social interaction by understanding individual and group behavior. | Research/Project/ Design activities  Identify factors that promote early childhood literacy development in the home environment. |
| NAEYC, 4b,INTASC, ACEI,1, HTM1.1,2.1, | 5. Demonstrate knowledge of instructional planning. Apply a variety of instructional approaches that promote student thinking, understanding, and application of knowledge | Preparing and presenting a thematic unit designed to emphasize the acquisition and development of pre-emergent literacy skill across the curriculum. Reading and writing activities involve families promote literacy development of a young child. |
| NAEYC,3a-3d,  ACEI 4, HTM 1.1, 2.2 | 6. Use multiple assessment strategies for the continuous development of students. | Analyzing the technical considerations needed in the assessment of language development. Describing the methods of observation used to study a young child’s literacy and language development. |
| NAEYC, 2a-2c, ACEI,5.3,5.4, HTM 3.1 | 7. Pursue opportunities to improve teaching and thereby enhance professional growth | Obtain membership in professional  organization and attend state conferences. PTA meeting local school |
| NAEYC 4b,, ACEI,3.3,3.5,  HTM 2.2 | 8. Use technology as an instructional and management tool | Incorporating technology into preparation and presentation of a thematic unit that emphasizes the acquisition and development of pre-emergent literacy and language skill across the curriculum. |

**NAEYC Standards:**

**The following standards are addressed in this course:**

**Standard 1: Promoting child development and Learning**

1a. Knowing and understanding young children’s characteristics and needs.

1b. Knowing and understanding the multiple influences on development and

learning.

1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environment. **( correlation chapters 1,2,3,4,5,6,7,8,10, 13**)

**Standard 2: Building Family and Community Relationships**

2c: Involve families and communities in their children’s development and learning

**(correlation chapters 3,4,5,7,9,11,14**)

**Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families**

3b. Know about and use observation, documentation, and other appropriate assessment tools and approaches

**( correlation chapters 6,8,12,13)**

**Standard 4: Teaching and Learning**

Sub- Standard 4b: Use developmentally effective approaches

Know, understand, and use effective approaches, strategies,and tools for early education

Sub-Standard 4c: Understand content knowledge in early education

Know and understand the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines

Sub-Standard 4d: Build meaningful curriculum

Use own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes

**(Correlation chapters 2, 3, 5, 7, 9, 11)**

**Standard 5: Becoming a Professional**

5d. Integrate knowledgeable, reflective, and critical perspectives on early education

(**correlation chapters 1,2,3,4,5,7,9,11)**

**Standard 6: Becoming a Professional**

**(Correlation chapters 1, 2, 3, 5, 7, 13)**

**The Holistic Transformer Model (HTM)**

Class activities are centered on the attainment of the Department of Education conceptual Framework course learning objective listed. Below these learning objectives are understood to be reflective of, but not limited to, those behaviors advocated by state and national standards. Following each objective and enclosed in parentheses are abbreviations and numbers that reference the standards.

A key to the standard is part of the course syllabus.

**Holistic Transformers are:**

(1). *Scholars* who continually strive to understand theoretical knowledge bases

associated with instruction in elementary and secondary classrooms.

(2). *Facilitators and Reflective Thinkers* who enrich the classroom instruction by

stimulating their pupils’ natural desire to learn and who examine the nature and success of their instructional practices and the progress of their pupils through continuous assessment.

(3) *Responsible Professionals*  who build upon their scholarly knowledge and understanding throughout their careers.

**MATRIX: LINKAGE OF THE HTM AND EC: 308 Language Development**

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Objectives** | **HTM - Scholar** | **HTM-Reflective Thinker &**  **Facilitator** | **HTM - Responsible Professional** |
| 1. 1.1, 1.2, 4.1,4.2,5.1,6.1 | \* | \* |  |
| 2. 2.1,4.2,5.2, 6.2, 8.2 |  | \* |  |
| 3. 1.1, 3.1,7.3 |  | \* | \* |

**Course Content**:

This course provides a comprehensive view of language development, focusing on the development, focusing on the development of phonetic, semantic, syntactic, morphemic, and pragmatic language knowledge. Development of children’s knowledge of written language is also included as part of children’s language development. Students will explore how children acquire and develop language as well as gain an understanding of emergent reading and writing. Special attention will be given to bilingualism, atypical speech and language development, and the impact of culture and environment.

**Course Content**

Students completing this course will have knowledge of the following:

1. The five aspects of language acquisition (phonological, semantics, syntactic, morphemic, and pragmatics.

2. Knowledge of key terms

3. The brains role in language development

4. Theoretical Perspectives and Context of language development

5. Language development among children of linguistic diversity

6. Language Assessment : Observing, Screening, Diagnosing and Documenting

7. Assessment: Language Analysis

8. Language Disorder and how to enhancing language development among children with Communicative Disorder

9. Language development of infant and toddlers: Describe the phonological development of infants toddlers

10. Describe how toddlers begin to use language differently in different settings

11. Describe ways in which preschool children’s syntactic knowledge develops from three to five years of age

12. Describe the types of invented spelling that kindergartners use in the emergent writing

13.Describe how a message/writing center can be implemented to enhance kindergartner

14. Fostering Language Development Through School-Home Connections

**Major Student Activities and Responsibility:**

1. Attend class promptly and regularly. (objective C, F, I, K, L, M, N)

2. Complete all assigned readings from the text and other sources. (objective A, N)

3. Complete all class responsibilities, presentation, field experience hours and assignments.

**(** objective A, N)

4. Actively participate in research and professional developmentactivities**.**

(objectives B, D, F, G, H, J, K, M, N )

5. Participate in e-mail and blackboard discussions focusing on assignments, case studies, and discussion questions provided by the instructor. (B, D, E, G, J, K, L, N)

6. Make oral presentations in class using some form of technology. (objective B, F, G, M)

7. Complete collaborative projects involving the text, field experiences and special working situations will be incorporated. (objectives C, D, E, F, H, I, J, K, L, M, N)

**Instructional Strategies:**

The teaching strategies used in this course will make use of varied pedagogical techniques including several of the following : discussion, small discussion groups; collaborative projects, guest speakers, research, peer response and evaluation, journals, essays, conferences, computer-assisted instruction, power point slides, interactive/creative methods, multimedia, and field experience.

**Technology Infusion**:

Technology to be used includes: Computer- assisted instruction, computer lab, Internet, power point slides, videos.

**Early Childhood Course Policies**

*These are ECED course policies required for this course. Read these carefully. Following these policies will assist you in completing this course successfully. Please ask questions if you do not understand any expectation in this course. Please READ!! This section carefully!*

**ATTENDANCE:**

**(A)**. Students are expected to attend and activity participate in each class meeting. Class attendance is checked daily. Arriving to class more than 15 minutes late is a tardy. Two (2) tardy’s count as one (1) absence. Any student arriving or leaving class before class is dismissed

( 30 minutes or more ) after class has started will be considered absent for the entire class time. If you have an emergency or have to leave for any reason please inform the instructor.

**Note**: **Students it is your responsibility to drop this course for nonattendance. Please drop this class if you are not attending or can not continue to attend.**

**ALL electronic devices** must be turned off and put away upon entering the classroom, and during class, this includes , cell phones, tablets, no lap-tops, (e.g., ipads) etc. Students do not need a lap-top for this class. Notes are written and I need students to listen. To be a good listener student must learn how to listen.

**Students who disregard the electronics policy will be asked to leave the class immediately and will result in a “0" grade record for that class meeting and more than one offense will affect your final semester grade and reported to the Office of Student Affairs for misconduct in class.**

**(B).** Mississippi Valley State University attendance policy allows three (3) absents without an official excuse upon returning to class. **The fourth (4) absentee students (s) are required to bing an official doctor’s and/or university excuse to class to return to class.**  Students with 5 or more absence’s will result in a grade deduction at the end of the semester.

**PLEASE DO NOT EMAIL ASSIGNMENTS, RESEARCH ARTICLES, RESEARCH PAPERS OR PROJECTS, ETC. (SEE POLICY FOR LATE ASSIGNMENTS)**

**IN ADDITION: ABSENTEE’S**

Students’ must complete a **ABSENTEE FORM** which will be given to you by Dr. Woods to complete. Each time you are absent complete this form when you return to class. Give completed hand written or typed form to Dr. Woods when you return to class. This form provides an written reason of your absent or absentee’s, this form will be placed in your folder and at the end of the semester will be part of your final grade evaluation. Students each time you are absent please complete this form when you return to class and please give the completed form to Dr. Woods.

**No phone calls please**! Fill out the absentee form! Students do not have to call Dr. Woods to inform her of your absent you may email, however calling or emailing Dr. Woods to tell her you’re not coming to class( for any reason) does not and will not excuse your absence, you will be counted as absent unless you give me an official university excuse and absentee form (s). More than five absents may result in a grade deduction of your final grade.

**Note: Students please review your Tentative Course Schedule daily and when your absent it is required to review your course schedule of assignments and activities prior to returning to class.**

The professor’s grade book serves as the official record for grades and attendance. Do not email-assignments, research articles, research papers or projects, etc.

*Poor attendance records tend to correlate with poor grades. If you miss any class, including the*

*first week, you are responsible for all material missed. It is a good idea to find a friend or a buddy in class who would be willing to share class notes or materials.*

(C). **USE OF CAMERA AND /OR RECORDING DEVICES**:

The use of recording devices, including cell phones, camera phones, video, audio record and tape recorders class lecture or sessions is prohibited. Prohibited in laboratories, faculty office and other locations where instruction, tutoring, or testing occurs. Students with disabilities will be accommodated through other means. If recording of class session is authorized as a reasonable accommodation under Americans with disabilities Act (ADA), the instructor must have the appropriate documentation for MVSU Disabilities Act (ADA). Permitted recording are to be used only for the individual student’s educational review of the class session and may not be reproduced, posted, sold or distributed to others. Students who violate this policy are subject to disciplinary procedures as outlined in the Student conduct Code.

(D). **BEFORE YOU RETURN TO CLASS PLEASE DO THE FOLLOW**:

(1). Review your calendar of assignments and activities sheet before returning to class this is your guide to what assignment is due next and date it is due.

(2). Student Absence for University-sponsored Events, Activities and Athletics:

If you intend to be absent for a university-sponsored event or activity, athletics (or the event sponsor) students please notify the instructor at least a weeks prior to the date of the planned absence.

**STUDENT CONDUCT**:

Academic excellence demands that appropriate behavior and decorum be maintained by students at all times in the classroom, therefore Mississippi Valley State has a zero tolerance policy for disruptive conduct in the classroom. It is the professor ‘s primary responsibility for control over classroom behavior and maintenance of student engaged in disruptive conduct or conduct which violates the general rules and regulations of this university.

When communicating with Dr. Woods or other students in this course, you must follow the Student Conduct Code, which calls for responsible, cooperative behavior and respectful language in class. Please think critically, ask questions, and discuss ideas, but also show respect for the opinions of others, respond to them politely, and maintain the confidentiality of thoughts expressed in the class.

**It is an expected that students demonstrate professional behavior in this classroom. The classroom is not a place to socialize therefore please come in class take a seat, stop socializing, take out your text book , paper pen to prepare to listen, learn, take notes and actively participate.**

**Disruptive behavior in the classroom may be defined as, but is not limited to, behavior that obstructs or disrupts the learning environment(e.g., offensive language**, fighting in class, talking during class discussions, sassy talking back and insolent to the professor and classmates, weapons ( any item used to kill or hurt the body of an individual, will result in permanent removal from the university).

**No sleeping during class time, constant walking in and out of class during class will not be tolerated and student (s) will receive a grade of “0"**

Harassment of students and professor, repeated outbursts from a student which disrupt the flow of instruction or prevent concentration on the subject taught, failure to cooperate in maintaining classroom decorum, etc. ).

The continued use of any electronic or other noise or light emitting device which disturbs other (e.g., disturbing noises from beepers, cell phones ringing, text messaging, receiving or sending emails during class time, palm pilots, lap-top computers, games, etc.).

***TURN CELL PHONES OFF BEFORE OR AFTER ENTERING THE CLASSROOM***

***Place your cell phone in your purchase, book bag, and you may not record or take pictures with your cell phone or other camera devices in class!!***

**Inform Dr. Woods before class that you must leave early early. If you have an emergency during class and must leave immediately raised your hand inform Dr. Woods that you must leave due to an emergency.**

**Violator’s will be asked to leave the classroom, receive a “0" grade and counted absent. Student who violate any of the above statements will be reported to The Office of Student Affairs.**

**ACADEMIC INTEGRITY**:

Academic integrity forms a fundamental bond of trust between, colleagues, peers, teachers, and students, and it underlies all genuine learning. At MVSU, there is no tolerance for plagiarism or academic dishonesty in any form, including unacknowledged “borrowing”of proprietary material, copying answers or papers, or passing off someone else’s work as one’s own.

A breach of ethics or act of dishonesty can result in:

1. failure of a paper or exam within a course
2. failure of an entire course (blatant plagiarism, cheating on a test or quiz)
3. academic suspension or expulsion from the university

**ATTIRE:**

As in the workplace, please dress appropriately for class. Your instructor should never know what color underwear you are wearing in class. All hats caps do-rags are removed upon entering the classroom.

**PREPARATION:**

Reading assignments are important and enable students to examine beliefs, explore theories, and debate ideas with fellow students and instructor. **Student are expected to complete assigned readings prior to class, allowing you to be prepared to participate fully**. Exam questions will be taken form assigned reading material, guest/or peer presentations, and classroom discussions. **Student must READ EACH CHAPTER AND STUDY , take notes in class,** in order to past test, quizzes, exams successfully!

**PARTICIPATION;**

It is important that we listen to and learn from each other therefore, full and active participation is required as we create a community of learners. You are expected to add depth to discussions at each meeting. Lack of participation gives the appearance of lack of interest and/or preparation. Also, your presence is vital to class activities group presentation .

You are in a profession that requires behaviors that include a commitment to timeliness, responsibility, cooperation and team work, prior planning, above average writing and speaking sills, and an attitude of respect for colleagues and mentors (professors are mentors!). **Earning a grade A for this course requires more than coming to class; it additionally requires a demonstration of professional behaviors. The professor reserves the right to deduct points from the final grade for lack of participation in classroom discussion as well as activities.**

( using 12 pt. front). The students’ name should be on each assignment and in some cases on every page of each assignment. Assignments are due as listed on the calendar of assignments.

**LATE ASSIGNMENTS AND TIME LINES:**

Complete all assignments by the due date listed on the tentative schedule of assignments and activity’s. ***All assignments must be turned in during class time and not emailed***.

It is required students turn in assignments on due date. Dr. Woods does not like students turning in late assignments. Because students will have more than two weeks between assignments to have them done by the due date. Student must use Time Management Skills.

I will not except late assignment two or more week late for any reason. Students must be given approval by Dr. Woods to submit “ **LATE ASSIGNMENTS**” and it may depend on your circumstance.

**Late Assignments (turning in after due date, and/or a week late) will result in a decrease of 30 pts. based on a grade scale 100 pts or ( based on grade scale of 600 to 1000 points system 300 pts.)** . **Assignments two or more weeks late** **will not be excepted**.

This include essay’s, presentations, projects and portfolio’s. Quiz’s, Mid-Term and Final Exam must be taken in the class room on the day and time schedule. It is the students responsibility to meet with Dr. Woods after class to schedule a day and time to take a make-up Quiz or Mid-Term. Students must have a doctors excuse to take Final Exam and student must request to take the missed exam within 24 hours of initial schedule due date of the exam.

***ATTENTION****: DO NOT LEAVE ANY ASSIGNMENTS, PROJECTS, PORTFOLIO, ESSAY’S, ETC... WITH OTHER FACULTY OR STAFF IN THE EDUCATION DEPARTMENT OR ANY OTHER DEPARTMENT. STUDENTS MUST TURN IN THERE WORK TO DR. WOODS IN THE CLASSROOM! Violations will result in an “0” grade .*

**MAKE-UP:**

Students are required to be present for all scheduled assessments (exam, test, quiz) and presentations (group or individual).No student is automatically entitled to a make-up . The decision to allow any make-up project (s), presentation and portfolio will be the sole discretion of the instructor. **Students will** *not be allowed* **to make-up assignments, in or out of class activities, portfolio’s, quiz’s**.

**Students will be allowed to make-up Mid-Term Exam. It is the students responsibility to come to Dr. Woods office ( see office hours and days) to discuss and schedule a day and time to make-up Mid-Term Exam (s) Students must have an official Doctor’s excuse to take a missed Final Exam** **before the final exam week ends.**  Please keep in mind that there will be a 50 points grade deduction.

**GENERAL CRITERIA FOR ALL DOCUMENTS:**

Clear, precise college level writing is expected in all written documents that you submit for this course. Citations using APA style are expected whenever you draw from another resource. In addition, quotation marks and in-text citations are necessary when using direct quotes from a source.

**STUDENT EVALUATION:**

Discussion, problem solving, collaborative group discussion and work, research, collaborative projects, computer-assisted instruction, independent instructional methods will be mixture of field experiences, group reading, and both group and independent assignments.

The model of the reflective and self-improvement will be emphasized in all respects of the course and assignments.

Students will reflect on their situations primarily based on rational thinking regarding their definitions, feelings, and assumptions about early childhood education. That is they participate in reflection in action as they define problems, converse with themselves concerning those problems, and experiment with possible solutions to the problem. Continuous assessment through graded assignments and examinations.

**Observation: 10 Hours**

Students are required to engaged in a minimum of 5-10 hours of observation of child language and literacy activity in this course. Students will keep a time card/form for documentation of hours completed. These hours will include: Guidelines and forms and instructions will be given in class

**Assessment**: Students learning will be assessed through the following:

1. Homework, Quizzes, In-class Assignments: homework and in-class activities as assigned by the instructor. Writing sample language/literacy lesson plans

2. Curriculum Projects/Presentation : plan and implement two projects with children- Language and Literacy - activity developing and implementing a literacy activity with children including lesson plans .

3. Curriculum Plan: develop a complete curriculum plan on an appropriate, meaningful topic for young children.

4. Mid-Term Exam and Final Exam

5. Language Sample (language analyze)

6. Pre-test and Post-test

7. Journal Article’s

8. Research Essay

**Course Grading:**

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**Course Grading:** **Points**

Observation .................................................................................................... 100

Assignments ...... ............................................................................................... 100

Language Analyze ............................................................................................. 100

Research Journal Articles (2) ............................................................................ 100

Project(s) / Presentation (language and literacy) .................................................. 100

Mid-Term ............................................................................................................ 100

Quiz(s) (2) ......................................................................................................... 200

Final Exam .......................................................................................................... 100

**TOTAL POINTS** 900

**Grading Scale**: P**oints**

A = 900-1000

B = 800-899

C = 700-799

D = 600- 699

F = 599- 500 and Below

***NOTE: All ECED majors are required to receive a C or above in all ECED classes***.

***The instructor reserve’s the right to make changes and /or revisions to the syllabus any time during the semester.***

**ADA/ Assurance Statement**:

Mississippi Valley State University is committed to providing reasonable accommodation for students with a documented disability. If you feel you are eligible to receive accommodations for a covered disability (medical, physical, psychiatic, learning vision, hearing, etc.) and would like to request it for this course, you must be registered with Service for Students with disabilities Office located inside the EMAP computer Lab in the Technical Education (IT) building to register for the program at the beginning of each semester.

For more information or to schedule an appointment, please contact Mr. Billy Benson, Jr. Via phone or email at 662-254-3005 or billy.benson@mvsu.edu.

Course Schedule and Topic Outline:

Week 1 : Chapter 1: Language in Our Lives

Week 2: Chapter 2: Theoretical Perspectives and Context of Language Development

Week 3: Chapter 3: Language Development Among Children of Linguistic Diversity

Week 4: Chapter 4: Language Development of Infants and Toddlers

Week 5: Chapter 5: Enhancing Language Development in Infants and Toddlers

Quiz I

Week 6: Chapter 6: Language Development in Preschoolers

Week 7: Chapter 7: Enhancing Language Development in Preschoolers

Week 8: Chapter 8: Language Development in the Primary Years

Week 9: Chapter 9: Enhancing the Language Development of Kindergartners

Quiz II

Week 10: Chapter 10: Language Development in the primary Years

Week 11: Chapter 11: Enhancing Language Development in the Primary Years

Week 12; Chapter12: Language Assessment: Observing, screening, diagnosing and documenting

Week 13: Chapter 13: Enhancing Language Development among Children with

Communicative Disorders

RESEARCH PROJECT

Week:14: Chapter 14 Fostering Language Development Through School-Home connections

Week 15: Mid- Term Exam

Week 16 Final Exam

**Bibliography**

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**Web Site’s**

**On-line Resources**

Language development in early childhood

[www.pearsonhighered.com](http://www.pearsonhighered.com)

Early Childhood Education On-line Website

<http://.ume.maine.edu/-cofed/cceol/welcome.html>

National Association for the Education of Young Children (NAEYC) Website:

<http://www.naeyc.org>