COURSE SYLLABUS:

Language/Literacy Acquisition - ECE 3603.902
Fall 2009 – W 5:30 – 8:15 p.m. – Durango Building – DT 1.204G

Professor:  Hilda Lara Salas
Phone:  210-213-9658
Email:  Hilda.Salas@utsa.edu
Office Hours: By Appointment

Department of Interdisciplinary Learning and Teaching

Mission:
- The mission of the Department of Interdisciplinary Learning and Teaching is to foster the intellectual and professional growth and integrity of students and faculty through critical reflection and dialogue, civic responsibility, and leadership.

Goals:
The Department of Interdisciplinary Learning and Teaching will create a context that nurtures interdisciplinary learners who:
- Acquire and demonstrate content and discipline knowledge
- Demonstrate an awareness and acknowledgement of and engagement in research-based, reflective, culturally responsive practices
- Are producers, disseminators, and critical consumers of research
- Demonstrate an awareness and acknowledgment of and engagement in social justice and equitable practices
- Articulate their professional philosophy and demonstrate a strong professional identity

CATALOG DESCRIPTION
Concurrent enrollment in ECE 3313 and ECE 3143.

Exploration of theories of language and literacy development in young children with implications for acquisition of language and early literacy concepts for all children. Explores ways that educators can enhance language and literacy development and introduces appropriate, research-based approaches to teach early reading and writing in diverse classroom settings. Restricted course; advisor code required for registration.

Field experiences required.

ENGLISH LANGUAGE ARTS AND READING (EARLY CHILDHOOD-GRADE 4) STANDARDS:

Standard I. Oral Language: Teachers of young children understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young children to develop listening and speaking skills.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC-4

The beginning teacher knows and understands:

1.1k linguistic concepts, such as phonemes, segmentation, other phonological skills, and narrative concepts related to emergent literacy;

1.2k that many children go through predictable states in acquiring oral language that include developmental milestones in phonology, semantics, syntax, pragmatics, and an awareness of the uses of oral language, but also understand that individual variations occur in language development;

1.3k the relationship between the development of oral language and the development of reading;

1.4k similarities and differences between oral and written language conventions and how to promote young children’s awareness of these similarities and differences;
how to build on children’s cultural, linguistic, and home backgrounds to enhance their oral language, including the children’s home language to develop English; (diversity)

how to use instruction that interrelates oral and written language to promote student reading and learning (e.g., preview-review, discussions, and questioning.);

when speech or language delays or differences warrant in-depth evaluations and additional help or interventions; and (diversity)

how to use effective informal and formal assessments to evaluate children’s oral language skills.

**Application: What Teachers Can Do**

**Teachers of Students in Grades EC-4**

The beginning teacher is able to:

1.1s acknowledge children’s current oral language skills and build on these skills to increase children’s oral language proficiency through specific language instruction using such activities as meaningful and purposeful conversations, dramatic play, songs, rhymes, stories, games, language play, discussions, questioning, and sharing information; (diversity)

1.2s strengthen vocabulary and narrative skills in spoken language by reading aloud to children and teaching them to recognize the connection between spoken and printed language;

1.3s provide direct and indirect instruction, including modeling and reading aloud, in “classroom” English (e.g., language structures and pronunciations commonly associated with written English) and support children’s learning and use of classroom English through meaningful and purposeful oral language activities; (diversity)

1.4s select and use instructional materials and strategies that promote children’s language development, respond to children’s individual strengths, needs, and interests, and reflect cultural diversity; (diversity)

1.5s help children how to adapt their spoken language to various audiences, purposes, and occasions;

1.6s help children learn how to evaluate the content of their own spoken messages and the content and effectiveness of the messages of others;

1.7s plan, implement, and monitor instruction that is focused on individual children’s needs, strengths, and interests and is based on informal and formal assessment of children’s progress in oral language development;

1.8s communicate with children’s families about ways that they can encourage children’s language development; (diversity)

1.9s communicate with other professionals and continually seek implications for practice from current research about oral language development, and

1.10s support children’s development of communication skills through the use of technology.

**Diversity Standards Addressed**

1.5K. Knowledge of how to build on children’s cultural, linguistic, and home background to enhance their oral language, including using the child’s home language to develop English.

2.1K. Knowledge of the importance of creating a learning environment in which diversity and individual differences are respected.

3.3K. Knowledge of spoken and written language that is appropriate to students’ ages, interests, and backgrounds.

1.4S. Skill to select and use instructional materials and strategies that promote children’s language development, respond to children individual strengths, needs, and interests, and reflect cultural diversity.

1.5S. Skill to acknowledge and respect cultural and socioeconomic differences among students when planning instruction.

3.3S. Skill to use spoken and written language that is appropriate to students’ ages, interests and backgrounds.
REQUIRED TEXT and MATERIALS:
1. Pearson Custom Education ECE 3603 Language and Literacy Acquisition
2. Disposable camera
3. Fieldwork kit and materials: markers, paper, sentence strips, dry erase board, magnetic letters, play dough, other kinesthetic hands-on materials

STUDENT EVALUATION
Using a criterion reference point system, individual project and final grades will be calculated as follows:

<table>
<thead>
<tr>
<th>Total Grade Distribution</th>
<th>250 points</th>
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</thead>
<tbody>
<tr>
<td>225-250</td>
<td>A 175-199</td>
</tr>
<tr>
<td>200-224</td>
<td>B 150-174</td>
</tr>
</tbody>
</table>

Course Requirements

1. **Professionalism and attendance** (10 pts.) Every class and tutoring session will have a sign in sheet. You earn points for attending and lose points for missing and tardiness under the professionalism category. You are expected to keep up with your reading in this course and to participate in course discussions and activities. Additionally, professionalism includes completing assignments on time, giving a best effort, and conducting yourself in a professional manner out in the field. Please refer to the UTSA Fitness to Teach Policy.

2. **Read-aloud** (25 pts) Prepare an engaging interactive read-aloud of an appropriate picture book related to social studies (family/community/all about me). Your read-aloud will be scored by your classmates using a rubric. You will later conduct the read-aloud in your child's classroom as a "guest reader." Have children draw AND/OR write their reaction to the story, favorite part of the story Connect drawing to art center. You will need to submit a note of verification from the classroom teacher.

3. **Field work** (35 pts) Every field session has a sign-in sheet. You are expected to sign in at the Reading Plaza every Wednesday starting on February 10, 2010 from 5:30 – 6:30 p.m. You are expected to arrive before 5:30 as the child will be ready to start at 5:30 p.m. You will be working with children; you are expected to dress appropriately. You may wear jeans, but T-shirts are not allowed.

4. **Camera project** (25 pts) The field sessions will incorporate the “camera project,” a powerful Language Experience Approach (LEA) to literacy learning. This project involves giving the child a disposable camera. The camera and letter of explanation for parent are sent home. The child takes photographs of people, places and things important to him/her. Using the developed photographs, the UTSA student will design reading and writing activities to address the student’s needs. The final product is a word-processed “book” that the child and UTSA student share with the child’s peers in the final field session. The UTSA tutor submits a Camera Project Report to the professor.

5. **Phonics quiz** (25 pts) You must pass an on-line quiz on the elements of phonics. Quiz will be on webct and will be taken outside of class time.

6. **Storybook and Puppets/Flannel Boards** (40 pts)
   1. Select a developmentally appropriate children’s illustrated storybook that has patterns, rhyme and repetition with limited text (should be appropriate for age of child).
   2. **Create** flannel board characters based on the story. Many stores have the material that you can purchase for this assignment, like Michael’s, Hobby Lobby, & Wal-mart.
3. Present the story to the child OR the CLASS you’ve been working with using the flannel board characters or the finger/hand puppets. I suggest you audio tape so that you can capture students’ comments/reactions
4. Have students draw or write their reaction to the story
5. Place the book and props in the dramatic play center for children to interact with
6. Submit a two-page pictorial description of this activity. You will use pictures to sequence the activity with captions. Include a few pictures describing the process of creating the puppets/flannel board. The rest of the pictures should summarize what happened when you presented it to the child. Use pictures along with quotes to show how the children responded.
7. Include 2-3 pictures of your completed flannel board/puppets and the book you selected. (5 points)
8. In your 2-page description write a 4-paragraph analysis of the activity. Explain why this activity helps children learn the sounds of language, new vocabulary, etc.
9. You will bring your flannel board/puppets to class to share. You cannot receive credit for this activity if you do not bring your work to class on the specified date.

7. **Tests (90 points)**
   Three multiple-choice examinations will be given throughout the semester on webct. Tests will be given solely at the time indicated on the course schedule. You will have 2 hours to complete the test once you begin. The test will be available for an entire week. Tests will not be given at any other time. Each examination is worth 30 points.

**EXPECTATIONS:**
**Quality of Work**
A standard of written English appropriate for elementary teachers will be expected. All written work submitted must be of professional quality, neatly presented, grammatically correct, and free of spelling and punctuation errors. All written assignments should be prepared on a computer with appropriate word processing software. Facilities are available on campus for this purpose. To improve readability of papers, standard print styles should be used (e.g. Times, Geneva, New York). **Font size must be 12 point.** Do not use bold lettering. At the top of each assignment include your name, course/section number and date for all written assignments (in other words, **title pages are not necessary**). Pages should be stapled together with your last name on every subsequent page. Please do not use folders or binders. Full credit cannot be earned for work that does not meet these standards.

**Submission of Assignments**
Assignments must be submitted on or before the specified due date. No late work will be accepted unless delay is unavoidable and the student has discussed the situation with the instructor prior to the due date (**problems with the printer do not apply**). Grades on late assignments that have been approved by the instructor will be **reduced**.

If you are absent on the day an assignment is due, you should make arrangements to submit the assignment on time to avoid the loss of points for late submission. **You will not be able to email assignments.** Assignments must be complete upon submission. No incomplete assignments will be accepted. No resubmissions will be allowed unless requested by the instructor.

**Policy on Scholastic Dishonesty**
Students are expected to demonstrate professional conduct during class sessions. In order to minimize distractions, students should not leave the room during class unless an emergency arises. Students should also refrain from engaging in individual conversations during lectures or class discussions. Any other discipline issues will be managed as the UTSA Faculty Handbook specifies (**review Fitness to Teach Policy**). Students are expected to be above reproach in scholastic activities. Students who violate rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the University. Since scholastic dishonesty harms the individual, all students, and the
integrity of the University, any incidence of student dishonesty will be managed as outlined in the UTSA Student Guide.

**Students with Disabilities**

Students with disabilities must be registered with the Office of Disability Services (MS 2.03.18, telephone 458-4157 (Voice), 458-4981 TTY, UTSA Downtown BV 1.302 458-2816) in order to receive support services. If you need accommodation for a disability, please contact me at your earliest convenience.

**ATTENDANCE:**

Attendance of scheduled classes is mandatory for the completion of this course. In-class activities cannot be replicated outside of class sessions. **If an absence is unavoidable, please notify the instructor prior to class or leave a message.** In order to be considered present for the class, the student must arrive on time and remain for the entire class period. Upon the third absence the student will receive a reduction in the final grade by one letter grade.

“This Syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance and is as accurate and complete as possible. I reserve the right to make any changes I deem necessary and/or appropriate. I will make my best efforts to communicate any changes in the syllabus in a timely manner. Students are responsible for being aware of these changes.”

**Information on the QEP for Course Syllabi**

The Quality Enhancement Plan (QEP) is a course of action designed to enhance student learning and is a required component of the accreditation process conducted by the Southern Association of Colleges and Schools (SACS).

The UTSA QEP *Quantitative Scholarship: From Literacy to Mastery* provides you with the skills needed to evaluate and interpret data, understand risks and benefits, and make informed decisions in your personal and professional lives. The plan focuses on integrating quantitative reasoning and communication skills in existing courses across the undergraduate curriculum.

The SACS team will visit UTSA during March 23-25, 2010 to review the reaccreditation plan. All UTSA students, faculty, and staff are encouraged to learn more about the QEP by visiting the website www.utsa.edu/qep.

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**ECE 3603 Proposed Course Calendar**

<table>
<thead>
<tr>
<th>Class 1</th>
<th>1/13/10</th>
<th>Get-acquainted activities - Orientation to course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 2</td>
<td>1/20/10</td>
<td>TOPIC: Overview of oral language Read Chapters 1 &amp; 2</td>
</tr>
<tr>
<td>Class 3</td>
<td>1/27/10</td>
<td>TOPIC: Assessment of early language and literacy development Read Chapter 18</td>
</tr>
<tr>
<td>Class 4</td>
<td>2/03/10</td>
<td>FIELD WORK Explanations of field work</td>
</tr>
</tbody>
</table>

Salas 5
Class 5 – 2/10/10  Start Tutoring  
TOPIC: English language learners  
Read Chapters 3 & 4

Class 6 – 2/17/10  TOPIC: Language development: Infants and Toddlers  
Read Chapter 5

Class 7 – 2/24/10  TOPIC: Research re. support for language dev. at home vs. Language interactions at school (IRE)  
Language development: Preschool Children and Primary Children  
Read Chapters 6, 7 & 8

Class 8 – 3/03/10  TOPIC: Home-school literacy connections  
Funds of knowledge – Read Chapter 9

Class 9 – 3/10/10  TOPIC: Emergent Literacy: What is it? Implications for the classroom  
Literacy-rich environment - Read Chapters 10 & 11

3/17/10  SPRING BREAK

Class 10 – 3/24/10  TOPIC: Phonological and phonemic awareness & role in reading and writing  
Research re. how to teach and foster phonemic awareness  
Read Chapter 12

Class 11 – 3/31/10  TOPIC: Developmental Writing  
Fostering writing development  
Read Chapter 13

Class 12 – 4/07/10  TOPIC: Use of various texts for various purposes  
*Interactive Read-Aloud as comprehension instruction*

Class 13 – 4/14/10  TOPIC: Alphabetic Principle – Chapters 17 & 17  
*“Balanced literacy” instruction*  
*Activity: Read Aloud*

Class 14 – 4/21/10  TOPIC: Word identification strategies – Read Chapters 18 & 19  
Running records  
Miscue analysis: identifying individual use of strategies  
Understanding second language learners’ syntactic miscues

Class 15 – 4/28/10  Field Experience/Tutoring Power Point Presentations

Class 16 – 5/5/10  Final Exam