

Revised 1/7/14



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Instructor: Kathy J. Henry
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Course: 313 Language Development & Emerging Literacy
Credit: 3 semester hour
Class Hours: Monday & Wednesday 1:00 -2:20 a.m.
Office Hours: Posted on office door and by appointment
Office Phone: 477-7819

TEXT: Helping Young Children Learn Language and Literacy: Birth through Kindergarten, 2nd Edition, Vukelich, Christie, & Enz, Pearson, Allyn and Bacon, 2008

Supplemental Readings: Best Practices in Literacy Instruction, 2nd ed. Edited by Morrow, Gambrell, and Pressley., Guilford Press 2003; The Four-Blocks Literacy Model Book Series (set of 5), Cunningham, Hall, and Cunningham, Carson-Dellosa Publishing Company, Inc., 2003.

Course Description/Rational:

ECE 313 Language Development and Emerging Literacy reviews major theories, stages of normal language development, language disorders associated with various handicapping conditions, techniques of language assessment and strategies for intervention in oral and written language with children from birth to grade three.

Course/Student Outcomes:

1. Students will demonstrate an understanding of typical and atypical language development in young children
2. Students will demonstrate knowledge of the developmental, social, cultural, affective and cognitive factors that play a role in early language development.
3. Students will demonstrate knowledge of various factors that play a role in first and second language acquisition.
4. Student will apply current research on typical and atypical language development, second language acquisitions, home language, family communication, play, storytelling, and emergent literacy to various settings.
5. Students will select a variety of tools to implement a literacy-rich environment and age-appropriate language arts program.
6. Students will create and promote a print and language rich environment for diverse young children.

Methods of instruction: includes direct instruction (lecture and discussion), small group activities, web based activities, workshops (when available), student presentations, observations, hands-on demonstrations and field-based applications with young children.

Cultural Content: The culture of the Turtle Mountain Band of Chippewa will be integrated throughout this course to enhance the awareness of the cultural and social heritage of the Anishinabe people.

Your Rights and Responsibilities: If you have special learning or physical disabilities (formally diagnosed), you have legal rights to course modifications. Please identify yourself to the professor so that he/she may assist you with your course progress.

Attendance, Class Participation: Active participation of all activities, observations and instruction of young children is required; therefore, participation in all class meetings and field hours are very important and will count towards disposition outcomes and final course grades. Student is to follow attendance policy written in Teacher Cohort Pre-candidate Handbook.

Performance Assessments: Students are expected to complete all class readings prior to each class session so as to engage in active dialogue, sharing of ideas and reflection to engage in productive learning. Students are expected to integrate course readings and class information into their written assignments to demonstrate knowledge of content matter. An evaluation of your papers, assignments, projects, in-class discussions, small and large group presentations, and participation will determine whether or not you've met the instructional objectives for the course. Scholarship, initiative, cooperation, attitude and improvement will also be taken into consideration. Evaluation through usage of Dispositional Professional Qualities in Teacher Education Program Candidates.

Statement of Academic Honesty: Scholastic honest is expected. Dishonesty includes cheating, plagiarism, and collusion. Student is expected to do individual work unless directed by a project and or permission is given. If dishonesty is found, the student will be reported to the Academic Dean.

Course ND Standards NAEYC INTASC Objectives Artifacts

EDUC 313 Language Development & Emerging Literacy	50037.1 Child Development 50037.4 Practice 50037.5 Social Interacting 50037.8 Technology 50037.9 Field Experience 50015.5b Reflection and Evaluation	#1 Promoting Child Development and Learning #3 Observing, Documenting, and Assessing to Support Young Children and Families #4 Using Developmentally Effective Approaches to Connect with Children and Families	Standard 3: Learning Environments Standard 4: Content Knowledge Standard 5: Application of Content Standard 6: Assessment Standard 8: Instructional Strategies Standard 9: Professional Learning and Ethical Practice Standard 10:	*Demonstrate an understanding of typical and atypical language development *Demonstrate knowledge of developmental, social, cultural, affective and cognitive factors in early language development *Apply current research on typical and atypical language development, second language acquisitions, home language, family communication, play, storytelling,	Midterm Exam Final Exam Five reflective papers from topic prompts Variations of Language /Literacy activities with attached pamphlet for Home Base preschool children Judge for Elementary School Writing Fair. Critique of language/literacy event Research paper describing and implementing a research based instructional strategy (Scaffold writing and Dialogic Reading).
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			Leadership and Collaboration	and emergent literacy to various settings. *Select a variety of tools to promote language/literacy environments	Dibble Certification Training Certificate from Turtle Mountain Elementary School
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Reading and Critique writings:

Morrow, Gambrell, Pressley, "Best Practices in Literacy Instruction"

Chapter	Title	CRITIQUES POINTS
4	What Research Says About Teaching Phonics	10
5	Best Practices in Vocabulary Instruction	10
6	Best Practices in Comprehension Instruction	10
12	Organizing Effective Literacy Instruction: Grouping Strategies and Instructional Routines	10
16	Achieving Best Practices in Literacy Instruction	10

Language/Literacy Pamphlet with Home base Activities for Families of Preschool Children

Student will compile a language and literacy pamphlet that can be used by families of preschoolers (3-4 year olds). The format will contain information about language and literacy development and a minimum 10 activities that will help families to understand the complex nature of preschool children's language and literacy development and materials and activities that can enhance their own children's language and literacy development. The student will be responsible for demonstrating three of the activities.

Overview of Course Requirements:

Author/Illustrator Interactive Board	
Word Wall	
Phonic (oral and written)	
Flannel Board Demonstration	
Puppet Demonstration	50 points (10 each)
Researched Based Instructional Strategies/knowledge	80 points (10 each)
Four Blocks	
Emergent Literacy Approach	
Scientifically Based Reading Research	
Approaches to Language Acquisition	
Dibbles	
Spelling/reading & writing development	
Miscue Analysis	
Language/Literacy Project	
Mid Term Exam	30 points
Final Exam	40 points
	TOTAL 200 points

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COURSE UNITS

Week 1 **1-12/7-15**

Introductions/Course syllabus/ Critiques handed out/First Assignment Preparation

Chapter 1

LAB: Common Core Reading Standards
Early Child Learning Guidelines

Week 2 **1-19/21-15**

NO CLASS Monday, January 19 "Martin Luther King Holiday"

Chapter 2

LAB: Oral Language Development

Week 3 **1-26/28-15**

Chapter 3

Lab: Oral Language Learning

Week 4 **2-2/4-15**

Chapter 4

Lab: Language Experience Approach
Emergent Writing

Week 5 **2-9/11-15**

Chapter 5

Lab: Early Reading Readiness

Week 6 **2-16/18-15**

NO CLASS 16 President's Day Holiday

Lab: Phonemic Awareness
Phonics and Decoding

Week 7 **2-23/25-15**

Lab: Phonics and Decoding

Week 8 **3-2/4-15**

MIDTERM

Week 9 **3-9/11-15**

Lab: Guided Reading
Word Recognition Techniques

Week 10 **3-16/18-15**

SPRING BREAK

Revised 1/7/14

Week 11 3-23/25-15

Lab: Reading Fluency
Vocabulary Development
Comprehension

Week 12 3-30 / 4-1-15

Lab: Literacy Work Stations

Week 13 4-6/8-15

NO CLASS Easter Holiday

Week 14 4-13/15-15

Lab: Literacy Assessment
Struggling Readers

Week 15 4-20/22-15

Lab: Reading/Learning Logs

Week 16 4-27/29-15

Lab: Getting Parents Involved: Language Dev. and Emerging Literacy

Week 17 5-4/6-15

FINAL

Course Units