



# Widener University

## School of Education, Innovation, and Continuing Studies

**Conceptual Framework:** The School for Education's goal is to develop our professional expertise as educators and leaders in the classroom, the field, and the communities we serve. We realize our goal through adherence to the values of **academic excellence, collaboration, diversity** and **life-long learning**, and by our commitments to *technology* and *best practices*

### ED 1104 Language Development in Early Childhood Education Sussex Tech High School Fall 2013 Semester

**Instructor:** Dr. Lucilla Esham  
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#### **Required Text:**

Beaty, Janice & Pratt, Linda. (2011). *Early Literacy in Preschool and Kindergarten: A Multicultural Perspective*. (Third Edition). Boston, Pearson Education.

**Field Placement (10 hours):** Candidates are required to complete 10 hours of field experience at an early childhood center. Candidates will participate in observations, lesson presentation and fostering partnerships with young children, parents and faculty at the center.

**Course Description:** This course focuses on young children's language and reading development and the relationship between language and reading acquisition. Students will learn: (a) concepts central to language development; (b) language achievements at different ages; (c) concepts of emergent literacy; and (d) models of reading acquisition and skilled reading.

#### **Learning Objectives:**

1. Students will demonstrate an understanding of concepts of language development.
2. Students will demonstrate an understanding of language achievements at different ages
3. Students will demonstrate an understanding of concepts of emergent literacy.
4. Students will demonstrate an understanding of reading acquisition models.
5. Students will demonstrate an understanding of environmental factors of early childhood and beginning literacy instruction, which impact language and literacy achievement.
6. Students will apply knowledge of language and reading acquisition in a variety of ways for classroom and professional preparation. See Assessments below.

## **Course Requirements & Assessments:**

**1. Field Placement:** Candidates are required to complete 10 hours of field experience at an early childhood center. Candidates will participate in conducting learning activities, lesson presentation and fostering partnerships with young children, parents and faculty at the center.

**2. Class Participation (25 points):** A class participation grade will be assigned based on each student's engagement in class discussions and activities throughout the semester. Students will receive points for class activities throughout the semester. Thus, students are encouraged to attend each and every class session, as an activity will be administered at different points during each class. These activities are to be completed in small groups during the class period.

**3. Learning Activities (5 points each):** At the end of each chapter in your text, you will find learning activities that must be completed in writing and submitted on the day that the chapter is discussed in class. Some of the learning activities are to be conducted at your field placement during the same week. A written report of the learning activities conducted at the field placement is to be submitted. For each learning activity conducted at the field placement the candidate will submit a reflection paper (one page maximum) in which you will discuss your reaction to the activity you observed. Include these three sections in your paper as well as an overall summary of what went on during the session:

- a. Student population facts (how many girls, boys, teachers, who was in the room)
- b. Relationship of the activity you observed to language development (how did the activity support language development, automaticity, practice)
- c. How does the presentation of this activity impact your practice as a teacher in training?

**4. Observations, Lesson Plans (10 points each) & Self Reflections (5 points each):** Each student is required to complete eight lesson plan presentations and reflections during the semester. Each lesson plan should include a reaction section that briefly summarizes the relationship between the language area/literacy area targeted, the learner population, and the related readings for that week. Assistance will be given in class to get the Unit started then as each lesson plan is written it is submitted within the Unit. The instructor will give you feedback and a chance to edit your original plan. You will turn in the final lesson plan, including revisions, and mark it as (final) during the semester. Each lesson plan should include a reaction section briefly summarizing the relationship between the language area targeted, the learner population, and the related readings for that week. In addition to the lesson plan, include a "what went right or wrong" reflections section where you critic what happened during the lesson.

The lesson plan must adhere to the lesson plan format that will be presented by the instructor. The lesson plan must be approved by the instructor before you conduct it.

**5. Examinations: Three exams will be administered during the course (3 exams x 25 points each = 75 points):** Core ideas and concepts of the course will be presented in lectures and weekly readings. Students are responsible for reading the assigned chapters and can expect the content from this material and from class lectures to appear on the exams. On the day of the exam, you must also bring the lesson plan reflections (attached to the lesson plan) and the learning activities report.

**6. Presentation - Student Project Day (150 points):** There will be in-class presentations demonstrating student understanding of the course content. You will be placed in a group for this project. The presentation is worth 150 points: 100 points for the creation of the small group presentation and accompanying poster, and 50 points for actual sharing of the poster presentation on Student Project Day. All students are required to participate in student project day. Specific details regarding the presentation are forthcoming.

**7. E-Portfolio (25 points):** Student will select one artifact from this course which meets INTASC Principles 1 through 10 and submit through Taskstream for review.

**Course Evaluation:** Final grades will be assigned as follows:

<b>Assignment</b>	<b>Points Assigned</b>
Learning Activities Ch 2	5 points
Learning Activities Ch 3	5 points
Floor Plan	5 points
Learning Activities Ch 4	5 points
Lesson Plan for #4 or #5	10 points
Lesson Plan Reflection	5 points
Learning Activities Ch 5	5 points
Lesson Plan Multicult/prop	10 points
Lesson Plan Reflection	5 points
Exam One	25 points
Lesson Plan – Storytelling	10 points
Submission of Floor Plan and Lesson Plan Reflections	
Lesson Plan Reflection	5 points
Learning Activities Ch.6	5 points
Report on Eye-Hand L.A.	5 points
Learning Activities Ch 7	5 points
Lesson Plan on Art	10 Points
Lesson Plan Reflection	5 points
Learning Activities Ch.8	5 points
Lesson Plan on Writing	10 points
Exam Two	25 points
Lesson Plan – Alphabet Bk.	10 points
Submit Eye-Hand Report and Lesson Plan Reflections	
Lesson Plan Reflection	
Learning Activities Ch.9	5 points
Report on L. A. #1or #2	5 points
Learning Activities Ch.10	5 points
Lesson Plan – Predictable Bk	10 points
Lesson Plan Reflection	5 points
Learning Activities Ch.10	5 points
Student Project Day Poster	100 points
Student Project Day Report	50 points
Lesson Plan for LEA	10 points
Lesson Plan Reflection	5 points
Taskstream Lesson	25 points
Exam Three	25 points
Submit Learning Activity Report and Lesson Plan Reflections	
Class Participation	25 points

TOTAL POINTS

450 points

Your points/ total points (450) = %

WIDENER UNIVERSITY GRADING SCALE: 91 – 100% = A to A-; 80 – 90 % = B+ to B-; 70 – 79% = C+ to C-; 60 – 69 % = D+ to D; 0 – 59 % = F (A+ and D- grades are not submitted)

### Class Schedule:

Weekly Plans <b>1st mp</b>	Student Assignments – To Do List
Week 1- 8/27-8/29 (2 classes) 1. Introduction to Course/Review Syllabus, Requirements, Due Dates 2. Introduction to Language Development - Overview	1. Papers signed and returned to school 2. Log into Blackboard Classroom (BB) and check out features 3. Purchase supplies 4. Read Chapter 1 and take notes
Week 2- 9/4 – 9/6 (2 classes) Chapter 1: Foundations	1. Read Chapter 2 and take notes 2. Complete Learning Activities for Ch. 2 # 1 – 5 (p. 34)
Week 3 –9/10 – 9/12 (2 classes) Chapter 2: Multicultural Perspective	1. Read Chapter 3 and take notes 2. Complete Learning Activities for Ch. 3 (p. 62 – 63): #1 – Do the first two questions in #1 #2 – Do the first two questions in #2 #3 – Do the first two questions in #3
Week 4- 9/16 – 9/20 (3 classes) Chapter 3: Language Development Field placement #1	1. Read Chapter 4 and take notes 2. Do questions #1, #3 (p. 90) 3. Submit a lesson plan for #4 or #5. 4. During Field Placement #1, - <b>Draw</b> a floor plan of the classroom where you are placed. - <b>List</b> the type of learning centers that you see. If you see some learning centers that are missing, <b>write</b> what you would add AND why you would add them. (Check your text for suggestions.)
Week 5- 9/24 – 9/26 (2 classes) Chapter 4: Sounds of Language - Rhyme	1. Read Chapter 5 and take notes 2. Due: Learning Activities #1, 2 (p. 125) 3. Submit a lesson plan for using a multicultural story book based on #4 4. Bring a multicultural prop, doll, or puppet to accompany the book. (See paper dolls on p. 235.)
Week 6 – 9/30 – 10/4 (3 classes) Chapter 5: Sounds of Language – Speaking Field Placement #2	1. Use chapter 1 – 5 class and textbook notes to prepare for Ch. 1 – 5 Test 2. During Field Placement #2, - Do #4 or #5 (p. 90 – Learning Activities) with the students in your field placement - Write lesson reflections after you have conducted the lesson
Week 7 – 10/8 – 10/10 (2 classes) <b>Test – Chapters 1 – 5</b> Field placement #3 (p. 125)	1. Read Chapter 6 and take notes 2. Submit Field Placement #1 Learning Activity; Field Placement #2 and #3 lesson plans and reflections

	<ol style="list-style-type: none"> <li>3. Submit a lesson plan for using storytelling (Learning Activity #5, p. 125)</li> <li>4. During Field Placement #3, based on p. 125, <ul style="list-style-type: none"> <li>- Conduct the reading lesson using the multicultural story book</li> <li>- Write a lesson reflection after you have conducted the lesson</li> </ul> </li> </ol>
<p>Week 8 – 10/14 – 10/18 (3 classes)  Research/Observations  Field Placement #4.</p>	<ol style="list-style-type: none"> <li>1. Continue reading Chapter 6 and taking notes</li> <li>2. Do Learning Activities #1 – 5. Do the first two questions in each activity (p. 154)</li> <li>3. During field placement #4, <ul style="list-style-type: none"> <li>- Conduct the story telling activity.</li> <li>- Write a lesson reflection after you have conducted the lesson</li> </ul> </li> <li>4. Submit a lesson plan for an art lesson</li> </ol>
<p>Week 9 – 10/22 – 10/24 (2 classes)  Chapter 6 – Developing Eye-Hand Coordination  Field placement #5</p>	<ol style="list-style-type: none"> <li>1. Read Chapter 7 and take notes</li> <li>2. Do Learning Activities #1 – 5. (p. 181). Do the first two questions in each activity.</li> <li>3. During field placement #5, <ul style="list-style-type: none"> <li>- Conduct Learning Activities # 1, 2, 3 on eye-hand coordination</li> <li>- Write a report on the results</li> </ul> </li> <li>4. Submit a lesson plan for an art lesson</li> <li>5. Submit your report on the results of field placement #5</li> </ol>
<b>2nd mp starts</b>	
<p>Week 10 – 10/29 – 10/31 (2 classes)  Chapter 7 – Art as a Natural Language  Field Placement # 6</p>	<ol style="list-style-type: none"> <li>1. Read Chapter 8 and take notes</li> <li>2. Do Learning Activities # 1 – 5. (p. 213 – 214). Do the first two questions in each activity.</li> <li>3. During field placement #6, <ul style="list-style-type: none"> <li>- Conduct the art lesson</li> <li>- Write a reflection after you have conducted the lesson</li> </ul> </li> </ol>
<p>Week 11 – 11/4 – 11/8 (3 classes)  Chapter 8 – Becoming a Writer</p>	<ol style="list-style-type: none"> <li>1. Use chapter 1 – 5 class and textbook notes to prepare for Ch. 6 - 8 Test</li> <li>2. Submit a lesson plan for a writing activity</li> </ol>
<p>Week 12 – 11/13 – 11/15 (2 classes)  <b>Test - Chapters 6 – 8</b>  Field Placement #7</p>	<ol style="list-style-type: none"> <li>1. Submit Field Placement #5 Learning Activity; Field Placement #6 and #7 lesson plans and reflections.</li> <li>2. During field placement #7, <ul style="list-style-type: none"> <li>- Conduct the art lesson</li> <li>- Write a reflection after you have conducted the lesson</li> </ul> </li> <li>3. Submit a lesson plan for an Alphabet book</li> </ol>
<p>Week 13 – 11/19 – 11/21 (2 classes)  Research/Observations  Field Placement #8</p>	<ol style="list-style-type: none"> <li>1. Read Chapter 9 and take notes</li> <li>2. Do Learning Activities (p. 241 – 242)  Do the first 3 questions in #1 and #2 and the first question in #4</li> <li>3. During field placement #8, <ul style="list-style-type: none"> <li>- Conduct the Alphabet Book lesson</li> <li>- Write a reflection after you have conducted the lesson</li> </ul> </li> </ol>
<p>Week 14 – 11/25 (1 class)  Chapter 9 – How Reading Emerges</p>	<ol style="list-style-type: none"> <li>1. Read Chapter 10 and take notes</li> <li>2. Submit Learning Activities # 1 – 5 (p. 265)</li> </ol>

Thanksgiving Break	
Week 15 – 12/2 – 12/6 (3 classes) Chapter 9 (Continued) Field Placement #9	<ol style="list-style-type: none"> <li>1. Submit a lesson plan for a predictable book (p. 231 – 232)</li> <li>2. For field placement #9, <ul style="list-style-type: none"> <li>- Conduct Learning Activity #1 or #2 (p. 241)</li> <li>- Write a report on your learning activity</li> </ul> </li> </ol>
Week 16 – 12/10 – 12/12 (2 classes) Chapter 10 – Home Book Experience	<ol style="list-style-type: none"> <li>1. Read Chapter 11 and take notes</li> <li>2. Do Learning Activities #1 – 3 and #5 (p. 308)</li> </ol>
Week 17 – 12/16 – 12/20 (3 classes) Chapter 11 – Becoming a Reader Field Placement #10	<ol style="list-style-type: none"> <li>1. Use chapter 9 - 11 class and textbook notes to prepare for Ch. 9 - 11 Test</li> <li>2. Submit a lesson plan for using the Language Experience Approach (p. 289 – 291)</li> <li>3. For field placement #10, <ul style="list-style-type: none"> <li>- Conduct the lesson using a predictable book</li> <li>- Write a reflection after you have conducted the lesson</li> </ul> </li> </ol>
Week 18 – 1/7 – 1/9 (2 classes) <b>Test - Chapters 9 – 11</b> Field Placement #11	<ol style="list-style-type: none"> <li>1. Prepare your final project</li> <li>2. Due: Field Placement # 9 Learning Activity; Field Placement #10 and #11 lesson plans and reflections</li> <li>3. For field placement #11, <ul style="list-style-type: none"> <li>- Conduct a Language Experience Approach lesson</li> <li>- Write a reflection after you have conducted the lesson</li> </ul> </li> </ol>
Week 19 – 1/13 – 1/17 (3 classes) Final Project	<ol style="list-style-type: none"> <li>1. Prepare your final project</li> </ol>
Final Exam Week First Semester – 1/21 – 1/24 (1 exam period) Final Project	<ol style="list-style-type: none"> <li>1. Present your final project</li> </ol>

\*\*\* NOTE: THE INSTRUCTOR RESERVES THE RIGHT TO MAKE CHANGES TO THIS SYLLABUS, THE COURSE SCHEDULE, AND TO THE ASSIGNMENTS DURING THE SEMESTER. SHE WILL MAKE EVERY ATTEMPT TO GIVE FAIR AND AMPLE WARNING OF ALL CHANGES.

### Course Policies

**WEEKLY READINGS:** Students are required to read weekly assignments. It is expected that each student will be familiar with and prepared to discuss the required reading in class.

**MAKE-UP QUIZZES/EXAMS:** Make-up quizzes or exams will be *considered* by the instructor if the student provides some form of written documentation that serves as an excusable absence. For those with an excused absence, it is the responsibility of the student to schedule a time to take the quiz or exam ASAP and within two weeks as per Sussex Tech school policy.

**ACADEMIC INTEGRITY:** Matters of academic dishonesty will held accountable for the consequences of academic dishonesty at Sussex Technical High School and Widener University.

**LATE ASSIGNMENTS:** All assignments are expected on the day and time that the class meets indicated in this syllabus. Any assignment received after the due date will automatically receive a 10% deduction. In addition, for every day it is late, it will receive another 10% deduction, unless the student can provide written documentation of an excused absence.

**FIELD PLACEMENT:** Punctuality, preparation of lesson plans and learning activities and Widener University dress code for field placement is expected. If you do not adhere to dress code, you will be asked to leave the field placement and to complete the assignment on another day.

**PARTICIPATION RUBRIC:**

- 4 Full credit** In addition to attending all classes and showing evidence of preparedness, the student exhibits critical thinking with regard to the content of the classroom methods, theory and textual material.
- 3** Student attends all classes and shows evidence of through preparedness for the classroom discussions. Participation reflects a current reading of the text and auxiliary assignments.
- 2** Student attends class regularly in accord with university policy and shows evidence of some preparedness in a generalized manner.
- 1** Student attends class regularly according to the university policy, but comes to class unprepared for the discussion. Or, student is tardy more than twice.

**WRITING ASSIGNMENTS:** All assignments are to follow the fifth edition of the *APA Publication Manual*. This manual is available in the library or bookstore. Each student is responsible to provide complete and accurate reference citations. In accord with the university's policies on academic honesty, failure to give proper academic credit may result in a penalty for plagiarism. All assignments must be word-processed.

- Rubrics for the content grade of each assignment will be distributed as each assignment is given.
- All major assignments are due by midnight (EST) of the date due according to the syllabus.
- Daily class work and homework assignments are due in class on the due date.
- All major assignments must be submitted using the assignments submission area of Blackboard. Resubmissions must include the original submission and the new submission.
- Failure to submit a learning assignment on the date due will result in a reduction of 10% for the assignment for each day it is late.
- All major written assignments may be resubmitted. No changes in writing grades will occur. In order to be considered for resubmission, the learning task must have been submitted on time for the original submission and the student may not have been absent (unexcused) on the date due. All resubmissions are due by the class period one week from the date returned.

**Course Focus:** The areas of focus included in this course --

- Reading for perspective;
- Reading for understanding;
- Evaluation strategies;
- Communication skills;
- Communication strategies;
- Applying knowledge;

- Evaluating data;
- Developing research skills;
- Multicultural understanding;
- Applying non-English perspectives;
- Participating in society;
- Developing high-quality, meaningful language and literacy experiences that help children:
  - Explore their environments and develop the conceptual, experiential, and language foundations for learning to read and write;
  - Develop their ability to converse at length and in depth on a topic in various settings;
  - Develop vocabulary that reflects their growing knowledge of the world around them;
  - Use language, reading and writing to strengthen their own cultural identity as well as to participate in the shared identity of the school environment;
  - Associate reading and writing with pleasure and enjoyment, as well as with skill development;
  - Use a range of strategies to derive meaning from stories and texts;
  - Use language, reading and writing for various purposes;
  - Use a variety of print and non-print resources;
  - Develop basic concepts of print and understanding of sounds, letters, and letter-sound relationships.

**INTASC Standards:** The tasks for this course are coordinated with the Interstate Teacher Assessment and Support Consortium (INTASC) Standards via learning objectives. Each objective notes the corresponding standard or standards.

#1: The teacher understands the central concepts, tools of inquiry, and structure of the discipline(s) he or she teaches and can create learning experiences that make these aspects of the subject matter meaningful for students.

#2: The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social and personal development.

#3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

#4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

#5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

#6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

#7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.



#8: The teacher understands and uses formal and informal assessment strategies to evaluate ensure the continuous intellectual, social and physical development of the learner.

#9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

#10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Learning Objective	Participation	Learning Activities					Lesson Plans		Presentation	Reflections	Exams		
		#1	#2	#3	#4	#5					One	Two	Three
#1 concepts of language development	XX	XX					XX		XX	XX			—
#2 language achievements at different ages	XX		XX				XX		XX	XX			—
#3 emergent literacy concepts	XX			XX			XX	XX	XX	XX	XX	XX	XX
#4 reading acquisition models	XX				XX				XX	XX	XX	XX	XX
#5 environmental factors of language & literacy	XX			—		XX		XX	XX	XX	XX	XX	XX
#6 apply knowledge of language and reading acquisition in a variety of ways	XX	—	—	—				XX	XX	XX	XX	XX	XX

### Learning Objectives Chart ED 1104 Language Development

Student: \_\_\_\_\_

Attendance: \_\_\_\_\_

Final grade: \_\_\_\_\_

