College of Charleston  
Department of Teacher Education  
EDEE 325 Language and Literacy Development  
3 credit hours fall 2014

Meeting time and place: MW 9:25 - 10:40  
EDCTR 216

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Course Recommendations: Enrollment in EDEE 327/Acceptance in SOE

Course Description: This course explores the nature of language, its functions within language settings, and its development within cultures and individuals. The impact of family, community, and dialect upon communication will be investigated. The role of story in helping children to communicate effectively is a component of this program. The course also outlines the role of language in developing reading, writing, viewing, and computing skills needed to survive in today's world. At the heart of this course are the following principles of action:

1) Intellectual curiosity and rigor  
2) Reflective, research-based practice  
3) Collaboration and consensus building  
4) Field-oriented service and community outreach  
5) Cultural sensitivity and understanding

Course text: Otto, Beverly, Language Development in Early Childhood  
Course Objectives:
All teacher preparation programs in the School of Education (SOE) are guided by a commitment to Making the Teaching Learning Connection through three Elements of Teacher Competency, which are at the heart of the SOE Conceptual framework:

1) Understanding and valuing the learner
2) Knowing what and how to teach and assess and how to create an environment in which learning occurs
3) Understanding ourselves as professionals

These three competencies underlie all learning and assessment in this course: they help you develop the knowledge, skills, and dispositions necessary to become an effective teacher.

Description of Projects/Assignments:

1. Independent Study
   Read the appropriate sections of the texts for the week’s topics. These are required readings, which constitute the minimum amount for all students. There will be a midterm and a final based on the text and class notes.

2. Child Language Study
   In groups of two, students will select a toddler or child (from among family, friends, or another setting) to study and assess the development of the child’s language. After choosing the child to study, document (from information given by the parent) the child’s basic biological information (including age, gender, health, and family setting), and write a brief paper describing the child’s language development to date. Use as many quotes from the child as you can! Using material from class and your text, assign a developmental stage for the child, and give examples of why you chose this stage. The true identity must remain anonymous. Explain to the parent you are just conducting research for your class. **Due September 22.**

3. Field Experience Assignment
   Each student in EDEE 325 should also be enrolled in EDEE 327. Each EDEE 325 student will be expected to maintain FIELD NOTES for each field visit. Observations should include: time and date of observation, grade level, name of school, sequence of events observed, the physical environment, a
description of at least one significant episode in the classroom, and an emphasis on language use or interaction in the classroom. The best way to do this is to record as many direct quotes of language as possible. After the completion of the experience, a brief written analysis will be due for each level (Early Childhood, Elementary, and Middle). I will provide the forms and your will turn in four completed observations for the semester (one for each level, and the fourth, an extra one in the level you want to teach.) Due October 8th.

4. Language Development Theorist Presentation
In groups of three or four, students will research one of the major theorists with regard to language development. Each group will produce (1) short paper outlining the major points that the theorist made regarding language development. They will also produce (2) media and (3) class handouts. Each group will give an oral presentation of their research. You may choose among your group members how to set up, who to do which component, and how to present to the class. All members of the group are expected to carry their parts equally. You will need handouts, as information taught on these theorists will be included on the final exam. Due November 5th.

5. Language Autobiography
Language and story are central to culture, community, family, and personal lives. Therefore, each EDEE candidate will complete a project documenting the significant role these elements have played in shaping his or her life (typed paper 5-8 pages, scrapbook (be creative!), or digital story (5-8 minutes). As part of this project, each student must select a book that was important in his or her development within the family or an early classroom, and share information in the project. Due December 1st.

6. Exams
There will be a midterm on October 8th and a final on December 8th.

Grading System
For a "C" grade:
1. Attend class regularly (attendance will be taken).
2. Make satisfactory grade (77-83%) on the two exams.
3. Complete all Class and Field Experience assignments satisfactorily.
For a "B" grade:
1. Complete all the requirements for a "C".
2. Pass both exams with an 84% or above.
3. Demonstrate comprehensive work for all assignments.
4. Participate positively in classroom discussions.

For an "A" grade:
1. Complete all requirements for a "B" in an outstanding manner.
2. Turn in all work on time.
3. Make a 90% or above on both exams.

Evaluation Criteria
Midterm = 50 points
Final = 50 points
Theorist paper/presentation = 100 points
Fieldwork notes paper = 100 points
Child language study = 100 points
Language autobiography = 100 points
TOTAL=500 points.

Honor System: Violation of the Honor System will result in going before the Honor Board.

Attendance: Attendance is vital. TWO absences are allowed. Any subsequent absences (without a doctor’s note) will result in a W.A. If you exceed the allowable absences due to extenuating circumstances, a panel of professors will review the situation.

Accommodations: In compliance with the Americans with Disabilities Act (ADA) all qualified students enrolled in this course are entitled to “reasonable accommodations.” Please notify the instructor during the FIRST WEEK of class of any accommodations needed for the course.

Class Etiquette: Phone interruptions and texting inattention are NOT ACCEPTABLE in class! Finish ALL checking and conversations in the hall! If you have a laptop, make sure it is not on an unrelated page.