Development of Language and Literacy

3 Credit Hours - Spring 2016

Class: TU TH 1:40 - 2:55 PM
CRN: 20360

W. Ian O'Byrne, Ph. D.
obyrnei@cofc.edu

Office hours:
I am available Tuesday & Thursday from 8:15 to 12:00 PM in my office (SOEHHP, Room 234); by appointment. Other times available by appointment. I am also available via Google Hangout (obyrnei@cofc.edu).

Course Description:
The course explores the nature of language and literacy, their role within language settings and 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 digital computing skills needed to survive in today’s world.

At the heart of this course are the following principles of action:

- Intellectual curiosity and rigor;
- reflective, research-based practice;
- collaboration and consensus building;
- field-oriented service and community outreach;
- cultural sensitivity and understanding.

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. These elements 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, and 3) understanding themselves 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.

A. UNDERSTANDING AND VALUING THE LEARNER

1. Define and defend personal and class definitions of language (INTASC 1; NAEYC 1; ACEI 1; NMSA 1; SOE Standards I & II).
2. Compare and Critique the models of language acquisition as well as the many theories concerning language development (INTASC 1; NAEYC 1; ACEI 1: NMSA 1; SOE Standards I & II).
3. Explore the impact of family and community upon language development and implement ways to include families and local communities within the classroom (INTASC 1, 5c; NAEYC 1, 2; ACEI 1 & 5.2; NMSA 1 & 6; SOE Standard V).
4. Describe how language instruction should be aligned with the patterns of child growth and development (INTASC 1; NAEYC 1; ACEI 1 & 2.1; NMSA 1; SOE Standard 1).

B. KNOWING WHAT AND HOW TO TEACH AND ASSESS AND HOW TO CREATE AN ENVIRONMENT IN WHICH LEARNING OCCURS
   1. Match competencies necessary for appropriate language and reading development with required standards (INTASC 2b; NAEYC 4b; ACEI 1 & 2.1; NMSA 1; SOE Standard II; COMMON CORE Standards for Reading, Writing, Speaking & Listening, and Language, SC 7).
   2. Recognize the impact of differing language patterns and dialects upon language use and success in school (INTASC 1 & 2b; NAEYC 1 & 4; ACEI 1 & 3.2; NMSA 1; SOE Standards I & III; SC 7, SC 12).
   3. Recognize the importance of story/narrative in communication within every culture and every classroom (INTASC 1, 3b, & 5b, 5c; NAEYC 1, 4, & 2; ACEI 1, 2.1, &3.5; NMSA 1; SOE Standards III, V, VII).
   4. Appreciate personal storytelling as an effective teaching tool for communication with students and parents and for incorporating the local community within the classroom (INTASC 1, 3b, 5b, 5d; NAEYC 1, 4, 5, 2; ACEI 1, 2.1, 3.5, & 5.2; NMSA 1 & 6; SOE Standards III, V, VII).

C. UNDERSTANDING YOURSELF AS A PROFESSIONAL
   1. Model effective use of the English language (INTASC 1, 2b; NAEYC 6; ACEI 5.1; NMSA 7; SOE V; SC 5).
   2. Evaluate changing self-perceptions about language use in teaching and learning (NCATE 5; NAEYC 5; ACEI 2.1, NMSA 1; SOE Standards I, IV, V, VI, VII; SC5).
   3. Collaborate and cooperate with other course participants in class and in the evaluation of course projects (NCATE 5; NAEYC 5 & 6; ACEI 5.1; NMSA 7; SOE Standards I, II, III, IV; SC 5 & SC 6).
   4. Use technologies to optimize instruction (NCATE 5; NAEYC 3, 4, &5; ACEI 3.2, 3.4, & 3.5; NMSA 7; SOE I, II III, V; ISTE I A & B, V A & D, VI B; SC 16). 1. Define and defend personal and class definitions of language (INTASC 1; NAEYC 1; SOE Standards I & II; SC 16).

Required Text:


Supplemental articles and chapters also provided in online classroom.
TENTATIVE SCHEDULE (subject to revision as needed)

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>Assignments</th>
<th>Text</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Course Overview: Introductions</td>
<td>Define language and role in anthropology, sociology, psychology, culture, community, and family for yourself.</td>
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<td>Reflections on individual experience</td>
<td>Examine the impact of language in each of these areas</td>
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<td>Inquiry into the nature of language and the systems involved</td>
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<td>What is language—components, characteristics, universal origins</td>
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<td>Week 2</td>
<td>Language in our lives</td>
<td>Discuss Stages of Language (Literacy) Development and Relationship to Cognition</td>
<td>Ch. 1</td>
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<td>Language Acquisition and Theories of Stages</td>
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<td>Week 3</td>
<td>Theoretical Perspectives &amp; Contexts of Language Development</td>
<td>Discuss Readings and Theories of Language Acquisition</td>
<td>Ch. 2</td>
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<td>Language Development Prior to School</td>
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<td>Week 4</td>
<td>Language Development Among Children of Linguistic Diversity</td>
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<td>Ch. 3</td>
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<td>Week 5</td>
<td>Language Development of Infants &amp; Toddlers</td>
<td>Language Development Theorist Resource Page due</td>
<td>First Quiz</td>
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<td>Week 6</td>
<td>Language Development in Preschoolers</td>
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<td>Enhancing Language Development in Infants &amp; Toddlers</td>
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<td>Week 7</td>
<td>Language Development in Kindergarten</td>
<td>Feedback on Lesson Plan in class</td>
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<td>Enhancing the Language Development of Kindergarteners</td>
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<td>Week 8</td>
<td>Language Development in the Primary Years</td>
<td>Present beta version of Resource File in Class for feedback</td>
<td>Wed: Teaching Group 1</td>
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<td>Enhancing Language Development in the Primary Years</td>
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<td>Week 9</td>
<td>Writing in Science</td>
<td>Literacy Essentials Case Study feedback session</td>
<td>Wed: Teaching Group 2</td>
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<td>Week 10</td>
<td>Language Assessment: Observing, Screening,</td>
<td>Wed: Teaching Group 3</td>
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<td>Week</td>
<td>Diagnosing, &amp; Documenting</td>
<td>Wed: Teaching Group 4</td>
<td>Ch. 11</td>
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<td>11</td>
<td>Language Assessment Part 2</td>
<td>Literacy Essentials Case Study feedback session</td>
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<td>12</td>
<td>Enhancing Language Development Among Children with Communicative Disorders</td>
<td>Wed: Teaching Group 5</td>
<td>Ch. 12</td>
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<td>Quiz #2</td>
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<td>13</td>
<td>Fostering Language Development Through School-Home Connections</td>
<td>Wed: Teaching Group 6</td>
<td>Ch. 13</td>
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<td>Present beta version of Resource File in Class for feedback</td>
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<td>14</td>
<td>Dialect and Code-switching Strategies and Literature Books Language, Family, Community, Culture</td>
<td>Literacy Essentials Case Study feedback session</td>
<td>Ch. 14</td>
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<td>15</td>
<td>Analysis of Models of Language Learning in Classrooms</td>
<td>Resource File with Learning Support Video due</td>
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<td>16</td>
<td>Overflow. Next Steps. Course Evaluations.</td>
<td>Quiz #3</td>
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**Course Assignments:**

This course is designed to engage participants in literacy-based instruction. As future practitioners, your responsibility will be to support all learners in your classes and help them become increasingly more independent as readers, writers and thinkers. Becoming reflective about learning is the hallmark of an effective educator. The following will capture your thinking
as you learn, provide opportunities for independent exploration of topics of interest, and support your learning through collaborative learning opportunities.

You will please submit the following on the appropriate due dates:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance, Preparedness, &amp; Participation</td>
<td>5</td>
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<tr>
<td>Language Development Page &amp; Presentation</td>
<td>15</td>
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<tr>
<td>Resource File with Learning Support Video</td>
<td>15</td>
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<tr>
<td>Online Reading Responses</td>
<td>15</td>
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<tr>
<td>Three Quizzes</td>
<td>15</td>
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<tr>
<td>Collaboratively Plan &amp; Teach Your Peers</td>
<td>15</td>
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<tr>
<td>Two Phonics Quizzes</td>
<td>10</td>
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<tr>
<td>Website Development</td>
<td>10</td>
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**Attendance, Preparedness, & Participation**

Literacy and teaching are a social process. You will be expected to come to each class prepared (having read and reflected upon assigned readings and completed designated assignments) and actively participate in class through sharing your reflections and responding to and building upon your classmates’ ideas.

**Language Development Page & Presentation**

In groups students will research one of the major theories or theorists with regard to language development. Each group will produce (1) a wikipage outlining the major points that the theorist made regarding language development. They will also produce (2) media and (3) class handouts. Theorists to be included are Bruner, Vygotsky, Chomsky, Bakhtin, Gee, Heath, Krashen & Cummins, Huber, Moje, Shanahan & Shanahan, Leu, etc. A grading rubric will be provided prior to writing this project. More information will be shared in class.

**Resource File with Learning Support Video**

Having a wide array of supplemental resources for teaching key topics/units of study allows a teacher to better tailor his/her instruction to the students’ needs, interests, and/or learning styles. To create your personalized resource file, collect a set of interesting teaching/learning artifacts focusing on enduring (essential) understandings of a unit of study typically included in your content area.

As an educator, you want to have ready access to materials that

- Target a variety of reading levels
- Are of high interest to adolescent learners
- Allow for appropriate scaffolding and/or differentiation as needed
- Reflect “out of the box”/motivational learning experiences for students

**What to include**

Select a minimum of 15 resources that would enrich/expand the targeted topic. Include

- 5 text-based informational selections of **varied reading/lexile levels**. These may be chapters from book-length texts (not texts books), magazine articles, journal articles, newspaper articles or carefully selected web site articles
• 5 web-based resources for students (e.g., interactive websites, games or simulations, virtual field trips, etc.). These would be sites that would provide remediation, extensions, enrichment, or challenge. In your “Learning Support Paper” you will critique the sites and discuss how you might utilize them during a unit of study.
• 5 unique selections such as music, poetry, visual texts (cartoons, paintings, films, videos, photographs), charts, graphs, maps, children’s books, fictional selections, etc. These should be chosen for their potential to spic up the teaching/learning experiences in the classroom.

What to do
Compile your resource **samples and upload to a Google Doc to ultimately upload to the website you’ll develop in EDEE 326.** You may upload whatever text, documents, and embed any multimodal content you believe is necessary. You will present this all to the class as a short talk. Presentations to class will be brief (under 5 minutes) in which you’ll present an overview of your materials on your page.

Be sure to correctly cite all of the information you use and share in the resource file. You also should annotate each of the shared resources with a few sentences to inform others of what the resource is about; however, you must indicate the reading level or target audience (e.g., gifted learners, struggling readers, average/grade level readers, etc.) for text and web resources.

Produce a “Learning Support” video explaining your resource file, explain your thinking in creating the file, and explain instructional techniques that would be used in delivering the content. You should also critique some of your resources in your folio and discuss how and why you might incorporate them into a unit of study to enhance content acquisition. Keep it short and to the point (3 to 5 minutes).

We will discuss format and preparation in further in class.

**Online & Face-to-Face (F2F) Reading Responses**

We’ll discuss format, environment, and preparation in class.

**Collaboratively Plan and Teach Your Peers**

“If you really want to learn something, teach it” is an adage that holds much truth. The purpose of this assignment is to provide students the opportunity to learn about learning by teaching the content. Because the content is related to theories of literacy and learning, the assignment provides the opportunity for the “teachers” to model specific theoretical constructs in action, specifically as they relate to classroom instruction.

Students are asked to work in groups for two reasons—effective collaboration is critical in the teaching field and it seems unreasonable to ask anyone to be solely responsible for a well-executed lesson so early in the process of learning to teach.
Each group of students will teach a section of a chapter assigned by the course instructor. Each lesson should include the components listed below. It is expected that students will include information from sources outside of the textbook and that development of the lesson will require reading ahead, group meetings, and practice sessions. It is expected that all students in a group will share equally in contribution and in teaching.

Lesson should be 30-35 minutes in length—no shorter and no longer. Lessons shorter than 30 minutes will be required to continue until 30 minutes has passed. Longer lessons will be cut off at the 35-minute time limit, regardless of completion.

We’ll discuss format and preparation in class...as well as opportunities to share and reflect.

GENERAL INFORMATION

Attendance Policy:
Class attendance is expected. Students are responsible for all content and assignments for each class. Two absences for any reason are allowed, but you WILL NOT receive participation credit for that class (no matter what the reason for your absence). Upon a fifth absence, the student will be automatically withdrawn from a course with the grade of WA. WA becomes an F on a transcript.

Students who qualify for SNAP must present their official letter from the SNAP office to the professor within the first two weeks of the course if they wish special accommodations.

Athletes who will miss class due to athletic events must see the professor within the first two weeks of the course and submit the athletic schedule for the semester, identifying classes that will be missed. No other absences will be allowed for athletes who miss the maximum allowable absences due to athletic events.

Students who miss more than 2 classes (one week) will receive a one point deduction for each additional missed class session. Multiple tardies will also result in loss of Attendance, Preparedness, & Professionalism points (after 2 tardies, a point is deducted for each following tardy). If you know that you will miss a class or be late for class, please notify me via email or text as soon as possible.

Grading:
Late submissions of assignments are unacceptable under normal circumstances. Assignments submitted late are automatically reduced by 10% of the total earned points for the assignments.

Any written assignment submitted is considered a final product that will be graded on both what is written (clarity, depth, insight) and how it is written (the form of the written work). Therefore, it is crucial to realize that correct grammar and spelling, proper punctuation, adherence to assignment guidelines, and neatness will affect your grade. As an educator, you will be expected to demonstrate competency not only in verbal but also in written communication with parents,
administrators, and other educators. Please use the resources around you to proofread and to edit your work. A packet about writing and proofreading tips has been provided on WEBCT to assist you. The Writing Lab (Education Center, Room 216) also provides FREE, INDIVIDUALIZED help on all parts of the writing process. See www.cofc.edu/~csl/ for further information.

**College of Charleston Honor Code and Academic Integrity:**

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php

**Student 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.

I encourage you to utilize the Center for Student Learning’s (CSL) academic support services for assistance in study strategies, speaking & writing skills, and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities
have become more successful using these programs throughout their academic career and the
services are available to you at no additional cost. For more information regarding these services
please visit the CSL website at http://csl.cofc.edu or call (843)953-5635.

**Grading Scale:**

- **A** = 93-100
- **B+** = 88-92
- **B** = 83-87
- **C+** = 78-82
- **C** = 74-77
- **F** = <74

The point distribution for letter grades is pursuant to the UNH Education Department grading
scale. According to the UNH Graduate Grading Scale, an A grade represents superior work, a B
grade represents above average work, and a B- represents average work. Students who fall below
this grade are required to repeat the course, as per University Graduate School Policy.

**Professional Behavior/Dispositions:** Students are responsible for all content and assignments
for each class. They are expected to demonstrate professional behaviors consistent with the
following dispositions:

- The belief that all students can learn.
- Value and respect for difference.
- Value of positive human interaction.
- Intellectual curiosity and willingness to learn new knowledge.
- A commitment to inquiry, reflection, and self-assessment.
- Value of responsible, collaborative, and cooperative work.
- Sensitivity to community and cultural context.
- Responsible and ethical practice.

**Honor Code:** All courses in the School of Education are conducted under the Honor Code of the
College of Charleston. The Honor Code specifically forbids lying, cheating, attempted cheating,
stealing, attempted stealing and plagiarism. Students at the College are bound by honor and by
their acceptance of admission to the College to abide by the Code and to report violations. As
members of the College community, students are expected to evidence a high standard of
personal conduct and to respect the rights of other students, faculty, staff members, community
neighbors, and visitors on campus. Students are also expected to adhere to all federal, state, and
local laws. Faculty members are required to report violations of the Honor Code or Code of
Conduct to the Office of Student Affairs. Conviction of an Honor Code violation in a class will
result in the grade of “XF” for the course.