COLLEGE OF CHARLESTON
DEPARTMENT OF TEACHER EDUCATION
EDEE 325.01 DEVELOPMENT OF LANGUAGE AND LITERACY

3 Credit Hours - Spring 2017
W. Ian O'Byrne, Ph. D.
Class: M & W 11:00 - 12:15 AM
obyrnei@cofc.edu
CRN: 20343 & 24031 - Room 215
(843) 953-3376

Office hours:
I am available M & W from 8:00 to 11:00 AM and from 12:15 to 3:00 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.

Prerequisites: None

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 & 3a, 3b; 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; SC 5).
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).

Suggested 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 (due by the end of the week identified)</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Course Overview: Introductions Introduction to Language Acquisition</td>
<td>Read &amp; annotate <em>What teachers need to know about language</em></td>
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<td>Week 2</td>
<td>Inquiry into the nature of language and the systems involved</td>
<td>Read &amp; annotate <em>Chapter One - Language in our lives</em></td>
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<td>Week 3</td>
<td>Language in our lives</td>
<td>Read &amp; annotate <em>Chapter Two - Theoretical perspectives &amp; contexts of language development</em></td>
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<td>1/23 &amp;</td>
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<td>1/25</td>
<td>Responsive, Reciprocal, Respectful Relationships: An Infant’s</td>
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<td>Introduction to Language and Learning</td>
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<td>Week 4</td>
<td>Theoretical Perspectives &amp; Contexts of Language Development</td>
<td>Watch <em>The Secret Life of the Brain</em></td>
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<td>Week 5</td>
<td>Language Development Among Children of Linguistic Diversity</td>
<td>Read &amp; annotate <em>Chapter Three - Language development among children of linguistic diversity</em></td>
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<td>2/6 &amp;</td>
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<td>Introduction to the case study and qualitative research/data collection</td>
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<td>Week 6</td>
<td>Enhancing Language Development in Infants &amp; Toddlers</td>
<td>Read &amp; annotate <em>Language &amp; Literacy in the School Years</em></td>
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<td>2/13 &amp;</td>
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<td>Reflection: What are you studying?</td>
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<td>Week 7</td>
<td>Language Development, Preschool and Early Elementary Years</td>
<td>Reflection: What data have you collected in your research? How have you collected this data? How are you</td>
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<td>2/20 &amp;</td>
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<td>archiving this?</td>
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<td>Week 8</td>
<td>Enhancing Language Development in Preschoolers</td>
<td>Reflection: What forms of text have you identified in your research? What</td>
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<td>Week 9</td>
<td>3/6 &amp; 3/8</td>
<td>Language Development in the Primary Years</td>
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<td>No classes - Spring Break</td>
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<td>Week 10</td>
<td>3/13 &amp; 3/15</td>
<td>Language Development in Kindergarteners</td>
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<td>Enhancing Language Development in Kindergarteners</td>
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<td>Week 11</td>
<td>3/20 &amp; 3/22</td>
<td>Language Development in the Primary Years</td>
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<td>Week 12</td>
<td>3/27 &amp; 3/29</td>
<td>Enhancing Language Development in the Primary Years</td>
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<td>Week 13</td>
<td>4/3 &amp; 4/5</td>
<td>Language Assessment: Observing, Screening, Diagnosing, and Documenting</td>
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<td>Week 14</td>
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<td>Facilitating Rich Conversations to Promote Language and Higher Order Thinking</td>
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<td>Topic</td>
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<tr>
<td>4/10 &amp; 4/12</td>
<td>Class review of themes from presented case studies.</td>
<td>Teaching Group 5</td>
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<td>Week 15</td>
<td>Fostering Language Development Through School-Home Connections</td>
<td>Resource File</td>
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<td>4/17 &amp; 4/19</td>
<td>The Writing Continuum</td>
<td>Teaching Group 6</td>
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<td>4/24 &amp; 4/26</td>
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<td>5/1 &amp; 5/3</td>
<td>Finals Week</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:

- **Attendance, Preparedness, & Participation** (10 points)
- **Four Phonics Modules** (10 points)
- **Collaboratively Plan & Teach Your Peers** (25 points)
- **Resource File with Learning Support Video** (25 points)
- **“Living For The City” Case Study** (30 points)

**Reading, Writing, Reflection**

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.

As a healthy, reflective practitioner, you will need to actively consider and critique your own learning over time. As a result, you will regularly journal/blog about your learning and development of the materials for the Resource File and the Case Study. You will also collaborate with peers on some teaching materials that will be posted to the class wiki, Google Drive, or on your blog/website.
More information will be shared 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.

**“Living For The City” Case Study**

What is culture? What is language? How does culture affect language?

Select a group, culture, or language that you would like to learn more about this semester. Preferably this will be something or someone that is not like you. It is hoped that you strive for diversity in your research during this project. If you need help selecting a research topic, or identifying places & spaces in the area to study, please contact the instructor for support.

I suggest focusing your study on a specific group, culture, or language. You may be able to conduct this with one person, however you may need to study a composite of several individuals across several forms of “text.” In effect, you will conduct a case study of culture and language in the Charleston area.

This project will require that you conduct several observations outside of class. You’ll need to travel around the local area and collect images, audio, video, and other representations of your observations. You will capture evidence of culture, language, and text from your identified communities.
Class time will be allotted to discuss observations and provide guidance to support you as you act as a qualitative researcher.

It is important for you to understand that this assignment is developed to allow you to see culture and language in practice and celebrate diversity in its natural settings. As you study the elements of literacy, language, culture, and identity, it is hoped that the materials you collect will provide opportunities to reflect on pedagogical opportunities in these spaces. This assignment is not meant to critique or criticize the elements of your focused research. Rather, it is an opportunity for you to consider the instructional elements of this class and their role in society. I hope that you use this opportunity to develop the skills necessary to become a reflective, empathetic practitioner.

This project will be separated into “bite size” components, with each section having its own due-date. In addition to these components, a final reflection that summarizes your learning in the context of that from your colleagues will be due at the end of the term. See weekly schedule for the exact dates.

**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. Each resource should document which aspect of the “big five” you’re building with the selection of the resource. This should 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 spice 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 325. 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.

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/~cs1/ 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 be 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](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.