**CHF 4130: Language Development and Emergent Literacy in Early Childhood (3 Credits)**

**Fall 2015 Tuesdays & Thursdays 9:00-10:15; ED 207**

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| **Instructors: TBA** |  |
| E-mail: | Phone: |
| Office: | Office Hours: |
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**Textbooks & Readings**

1. Otto, B. (2008). *Literacy development in early childhood: Reflective teaching for birth to age eight.* Upper Saddle River, NJ: Pearson.
2. Fields, M. V., Groth, L. A., & Spangler, K. L. (2008). *Let’s begin reading right: A developmental approach to emergent literacy.* Upper Saddle River, NJ: Pearson.
3. Neuman, S. B., Copple, C., & Bredekamp, S., (2000). Learning to Read and Write: Developmentally Appropriate Practices for Young Children. Washington, DC: National Association for the Education of young Children.
4. Additional supplemental readings will be available on Canvas.

**Course Description**

This course explores current theory, research, and evidence based practices for promoting early language and emergent literacy development (birth- 8 years) in home, child care, prekindergarten, and primary education environments through collaborative practices between early childhood professionals and parents. Prerequisite: CHF 1500.

**Learning Outcomes**

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| The student will: | Met by... |
| 1. Describe developmental sequence of receptive and expressive language, and emergent literacy from birth to age 8. (NAEYC 1a,b; 3a,d; 4a,b,c,d) | Quizzes, Exams |
| 2. Practice using early language and literacy screening and assessments. (NAEYC 1a; 5a,b ) | Literacy Case Study, Exams |
| 3. Explain empirical evidence for structure and process characteristics of high quality home and early learning environments that promote language and literacy development. (NAEYC 1a,b,c; 2,a,b,c ; 3b,c; 4a b, c; 5a,b;) | Exams, Journal Reviews, Literacy Case Study |
| 4. Practice implementing research based strategies that promote early language and emergent literacy development in early learning environments (i.e., incorporating literacy in all classroom centers, analyzing cultural influences, design “print rich” environments, provide opportunities to engage in meaningful literacy experiences, assist children in developing skills and a positive attitude towards language and emergent literacy). (NAEYC 1a,b,c; 3b,c; 4b,c; 5a,b) | Literacy Case Study, Exams |
| 5. Describe characteristics of effective early childhood program family engagement practices (2,a,b,c; 4a; 6d). | Family Engagement Presentation, Exams |
| Readings, discussions and in-class activities will contribute to the successful completion of all outcomes. | |

Course information is consistent with positions and practices endorsed by the National Association for the Education of Young Children (NAEYC) and based on the NAEYC Standards for Early Childhood Professional Preparation Programs.

**Important Class Policies and Resources**

**Professionalism and** **Classroom Civility**

This class is for your professional development; therefore, on-time, well-prepared, positive, and professional interactions are expected. Students should be willing to critique their own thinking as well as the thinking of others. You are expected to interact with colleagues in the class in a manner that generates and extends the professionalism of all.

The use of cell phones, pagers, beepers, and other distracting electronic paraphernalia is not permitted. **Please turn all cell phones to silent before class starts and put them away so they are not visible.**

**APA Writing Style**

In this class all written assignments should follow the APA 6th Edition guidelines for formatting. This includes specific formatting for citations in text, references, and general paper format (margins, font, title page, headers, footers, etc.).

**Late assignments**

Late assignments will be accepted up to 24 hours after the due date. Assignments are considered late if they are not turned in by the start of class time on the due date. Late papers then must be turned in by 1:30pm the day following the due date to receive 20% reduced credit. Assignments turned in after this point will not receive any credit.

## Ethics and Honesty

As a student you have the right and duty to have this educational experience free of dishonesty. You are expected to conduct yourself with the highest level of integrity. Complete academic honesty is expected in this course. Cheating on exams or plagiarism on written assignments (including unauthorized collaboration) will result in a failing grade and may result in further action according to University policy [PPM 6-22 IV D]. <http://documents.weber.edu/ppm/6-22.htm>). WSU subscribes to TurnItIn.com, an electronic service that verifies the originality of student work. You may be required to submit some or all of your assignments through TurnItIn.com this semester. Documents submitted to TurnItIn.com are retained, anonymously, in their databases. Continued enrollment in this course constitutes an understanding of and an agreement with this policy.

**Children in Classroom**

Please do not bring children to class. Young children have different needs and interests than all of you who chose to take this course. While this course content is related to children, the classroom activities and teaching strategies of this course are geared for adults and are not developmentally appropriate for children [PPM 4-23].

**Disability Accommodations/Services**

“When students seek accommodation in a regularly scheduled course, they have the responsibility to make such requests at the Center for Students with Disabilities before the beginning of the quarter [semester] in which the accommodation is being requested. When a student fails to make such arrangements, interim accommodations can be made by the instructor, pending the determination of the request for a permanent accommodation” [PPM 3-34].

Any student requiring accommodations or services due to disability must contact Services for Students with Disabilities (SDD) in room 181 of the Student Services Center (801-626-6413). If a student has any physical disabilities or other concerns that will be likely to require some accommodation on the part of the instructor, these must be made known to the instructor as soon as possible. Visit <http://www.weber.edu/ssd/ssd_policy.html> for more information.

**Emergency Closure**

If for any reason the university is forced to close for an extended period of time, we will conduct our class online via CANVAS. In this case, you will receive communication from me through CANVAS and your Weber e-mail.

**When you need help**

Sooner or later we all need help. If you are struggling with this class, please contact me.

If you need help (or know of another student who does) coping with school issues, financial pressures, substance abuse problems, family or peer pressure issues, threatening situations, etc. please know that you do not need to solve these issues by yourself. Feel free to contact me or another faculty member with whom you feel comfortable.

Additionally, the **Weber State Counseling & Psychological Services Center** can help.

Go to <http://www.weber.edu/counselingcenter/>

**Ogden Campus Fall & Spring Semesters:**Monday-Thursday 8 am- 5:00 pm | Friday 8 am- 4:30 pm

Call 801-626-6406 OR Check out the **WSU Stress Relief Center**. Go to <http://www.weber.edu/relax/> They have several tools to help you manage your stress more effectively.

The Stress Relief Center is located on the WSU Ogden Campus in the Swenson Complex on the second floor in rooms 60 and 61. It is directly across from classroom 62.

**Support Contact information**

For Technical Support contact:

* 801-626-7777 (Help Desk) or csupport@weber.edu (username/password/login issues)
* 801-626-6499 or wsuonline@weber.edu (Canvas issues) - This phone is staffed Mon-Thurs from 8am – 5pm and Fridays from 8 – 4:30pm. A message can be left during non-business hours for a return call.
* 801-626-6477 or chitester@weber.edu (Chi Tester issues)

**Assignment Details**

1. **Attendance, Preparation, and Participation (All Learning Outcomes).** (40 points)

**Attendance** for the full period is required and will be taken at all classes. Given the structure of the class (e.g., lecture material, group discussions, in-class activities), it will not be possible to succeed without attending. Every reason for missing class may be a “good” reason (e.g., illness, work, weddings, needing sleep, sick child, etc.).

Come to class **prepared** by reading chapters and/or other selections indicated on the syllabus schedule prior to class to be prepared for discussions and activities.

Foundational to the successful co-construction of knowledge is that we learn from each other. **Participate.** Let your voice be heard. You have unique experiences that all of us can learn from when you share.

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| **Rubric for Attendance, Preparation, and Participation (Based on instructor records)** | | | | |
|  | Exemplary  (90%-100%) | Proficient  (80%-90%) | Developing  (70%-80%) | Unacceptable (>70%) |
| Attendance | Student is always on time and stays for the entire class | Student is almost always on time, staying for the entire class | Student is regularly is late and/or leaves early | Student is seldom on time and/or leaves early |
| Preparation | Student is always prepared having done assigned reading and is ready to discuss and make contributions to the class | Student is often prepared having done assigned reading and is somewhat ready to discuss and make contributions to the class | Student is sometimes prepared having done assigned reading and is occasionally ready to discuss and make contributions to the class | Student is more often not prepared having done assigned reading and is not ready to discuss and make contributions to the class |
| Frequency of participation in class | Student initiates contributions in nearly each class | Student initiates contributions regularly in class | Student initiates contributions in at least half of the classes | Student does not initiate contribution and needs instructor to solicit input |

1. **Assigned Reading Quizzes (Learning Outcomes 1, 3).** (135 total points)

Online vocabulary and reading check quizzes are available on Chi-Tester. Nine (9) chapter quizzes are worth 15 points each. These are open-book and can be accessed from any computer. The goal for these quizzes is to prepare for class and provide exposure to concepts we will not have the time to explore in class. Check schedule for assigned readings and quiz dates and times are available on Canvas and in the syllabus.

1. **Journal Reviews (Learning Outcome 3).** (15 points each – total of 30 points)

TWO journal article reviews will be completed on a topic related to language and/or literacy development, support, instruction, etc. The chosen article must relate to early childhood (birth- age 8) and originate from scholarly publications. The review will include: (1) a summary, (2) a critique, (3) the students’ personal reflection of the article and how it relates to practice. The review should be no more than two pages in length. Appropriate APA citations of the article must be included with each review. There will be a group discussion (practical implications) on the article reviews in class.

Journals and websites to be used for the review: Child Development, Early Child Development and Care, Phi Delta Kappan, Early Childhood Research Quarterly, Journal of Early Intervention, Zero to Three, Journal of Research on Development in Education, The Researcher, Child Study Journal, American Educational Researcher, Journal of Family Issues, Developmental Psychology, Journal of Language Arts, TESOL Quarterly, Reading Research Quarterly, Journal of Teacher Education, Young Children, Childhood Education, Reading Teacher, Dimensions, Early care and Early Education.

ERIC, google scholar, Weber State research database.

1. **Family Engagement Presentation (Learning Outcome 5)** (30 points)

Students will work in collaborative groups (4-5 students). Each group will be given a specific program scenario (e.g. population characteristics, age of children served, regulatory requirements). Students will work as a group to research efficacy of early childhood program specific parent engagement strategies that promote targeted early language and emergent literacy skills and design a family engagement plan. Presentations may be up to 20 minutes. A draft of the presentation (outline or power point slides) will be turned in two weeks before the presentation for instructor approval. Each presentation should include the following:

A. Review of empirical evidence for assigned target skill and intervention approach.

B. Evidence-based family engagement plan that include specific age appropriate language and emergent literacy goals and multiple strategies (see below):

* + Volunteer opportunities for parents to support language and literacy classroom strategies (reading aloud, tutoring, writer’s workshop, etc.).
  + Parent education workshop or family activity curriculum plan (assessment, goals, strategies, and outcomes) that incorporates evidence based strategies.
  + Two “Message in a Back-pack” examples that have been extended to include the following: materials for activities families can do at home, directions, opportunity for parent feedback, and ideas for teachers to adapt activities to competencies of individual children (see http://www.naeyc.org/tyc/backpack for starting points).
  + Ongoing communication strategies (2-3) focused on children’s progress towards goals and planning next steps (texting, phone, email, daily conversations, notes home, etc.).
  + Newsletter examples (age appropriate: infant/toddler, preK, Kindergarten) designed to communicate information about evidence based early balanced literacy experiences and encourage parents to use target strategies(i.e., reading to young children, books in the home, etc.). Each newsletter should include at least three different activities appropriate for home. All newsletters should be comprehensive in scope, aesthetically pleasing, include language appropriate for the target audience of parents and families.

1. **Literacy Case Study (Learning Outcome 2, 3, 4)** (50 points)

The objective of the case study is to observe the early language and literacy development of one child in relation to characteristics of family and early learning environments (i.e. reading interests, attitudes, comprehension, strategies, and language development).

Students will be responsible for arranging to observe a young child (birth to 8 years of age) for 10-15 hours. Permission will be needed to interview parents, observe children in their early learning environments (home or school), conduct a language and literacy screening and assessment with the child, and implement 3 individualized lesson plans with the child (at school or home).

Case Report formatting and guidelines, Literacy Interview questions (if appropriate), child screening and assessment tools, and observational measure of home and school environments are available on CANVAS,

1. **Exams (Assess All Learning Outcomes) (**100 points total)

There are 2 exam opportunities to demonstrate your knowledge and understanding.

* Exams are based on 50 points each drawn from readings, lectures, assignments, videos, and guest lectures as appropriate.
* Exams will be available at any of the Chi-Tester testing center locations. Class will not be held during the period of the exam.
* THERE WILL BE NO MAKE-UP EXAMS. Exams are scheduled over a period of 5 days. Be sure to take the exam during the allotted time frame.
* Exams can be reviewed for one week after grades are posted. Appeals for grades on specific questions can be submitted to me via email in a paragraph explaining why you think your response is correct and should be given additional consideration.

**Course Requirements**

Attendance/Participation Points 40 pts

Assigned Reading Quizzes 135 pts

Journal Reviews (2) 30 pts

Family Engagement Presentation 30 pts

Literacy Case Study 100 pts

Exams 100 pts

TOTAL POINTS 435 pts

**Grading**

Your grade will be based on the total points earned.. There are ***no extra credit options available***. A total of 415 points is possible. The grade distribution follows:

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| 94-100% = A | 87-89.9% = B+ | 77-79.9% = C+ | 67-69.9% = D+ |
| 90-93.9% = A- | 84-86.9% = B | 74-76.9% = C | 60-66.9% = D |
|  | 80-83.9% = B- | 70-73.9% = C- | <60% = E |

**Tentative Course Schedule\***

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| Date | **Readings** | **Important Dates** |
| **Week 1**  Aug 26 & 28 | Introduction/Introduction to Language Development and Emergent Literacy in Early Childhood Syllabus  Position Statement: Developmentally Appropriate Practices: Learning to Read & Write | Be sure to print a hard copy of the syllabus from Canvas to class during this first class meeting. |
| **Week 2**  Sep 2 & 4 | Literacy and Learning  Otto-Chapter 1 | Due: Quiz 1 9/2 |
| **Week 3**  Sep 9 & 11 | Theoretical Perspectives of Literacy Development  Otto-Chapter 2 | Due: Quiz 2 9/9 |
| **Week 4**  Sep 16 & 18 | Understanding How Literacy Emerges  Fields et. al. Chapter 2 | Due: Journal Review 1 9/18 |
| **Week 5**  Sep 23 & 25 | Literacy Develops through Play and Experiences  Fields et. al. Chapter 3 |  |
| **Week 6**  Sep 30 & Oct 2 | Literacy Develops through Oral Language and Story  Fields et. al. Chapter 4 |  |
| **Week 7**  Oct 7 & 9 | Oral Language Development: Foundation for Literacy  Otto Chapter 3 | Due: Quiz 3 10/7  **Midterm Exam 10/9 at Chi-Tester Testing Locations** |
| **Week 8**  Oct 14 & 16 | Signs of Emergent Literacy among Infants and Toddlers  Otto Chapter 4 | Due: Quiz 4 10/14 |
| **Week 9**  Oct 21 & 23 | Enhancing Emergent Literacy among Infants and Toddlers  Otto Chapter 5 | Due: Quiz 5 10/21 |
| **Week 10**  Oct 28 & 30 | Signs of Emergent Literacy among Preschoolers  Otto Chapter 6 | Due: Quiz 6 10/28 |
| **Week 11**  Nov 4 & 6 | Enhancing Emergent Literacy among Preschoolers  Otto Chapter 7 | Due: Quiz 7 11/4 |
| **Week 12**  Nov 11 & 13 | Signs of Emergent Literacy among Kindergarteners: Signs, Standards, and Assessment  Otto Chapter 8 | Due: Quiz 8 11/11  Due: Journal Review 2 11/13  Due: Family Engagement Presentation Outline |
| **Week 13**  Nov 18 & 20 | Enhancing Emergent Literacy and Beginning Reading and Writing among Kindergarteners  Otto Chapter 9 | Due: Quiz 9 11/18 |
| **Week 14**  Nov 25 & Dec 2 | Family Literacy  Readings Posted on Canvas | Due: Family Engagement Presentations 11/25 |
| **Week 15**  Dec 4 | Selecting Early Literacy Resources  Fields et. al. Chapter 10 | Due: Literacy Case Study 11/4 |
| **Finals Week** |  | **Final Exam 10/9 at Chi-Tester Testing Locations** |

***\*This schedule is subject to change at the instructor’s discretion***