

**ECE 3603.001/Language and Cognitive Development in EC-4****Dates: Spring 2008****Day: Tuesday/Thursday****Time: 11:00–12:15**

Tinney Leveridge M.A. Ed

Email: [tinney.leveridge@utsa.edu](mailto:tinney.leveridge@utsa.edu)

Office hours: By appointment only

Cell phone: 210-737-4984

**CATALOG DESCRIPTION**

ECE 3603 Language & Cognitive Development in EC-4 (3-0) 3 hours credit. Introduction to theories of language and cognitive development in young children with implications for acquisition of language and early literacy skills. Review of the development of symbolic logic and language learning of children from diverse cultural and linguistic backgrounds. Field experiences required. **Completion of field work is a requirement for completion of the course.**

**ENGLISH LANGUAGE ARTS AND READING  
(EARLY CHILDHOOD-GRADE 4) STANDARDS**

Standard I. Oral Language: Teachers of young children understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young children to develop listening and speaking skills.

**Teacher Knowledge: What Teachers Know***Teachers of Students in Grades EC-4*

The beginning teacher knows and understands:

- 1.1k linguistic concepts, such as phonemes, segmentation, other phonological skills, and narrative concepts related to emergent literacy;
- 1.2k that many children go through predictable states in acquiring oral language that include developmental milestones in phonology, semantics, syntax, pragmatics, and an awareness of the uses of oral language, but also understand that individual variations occur in language development;
- 1.3k the relationship between the development of oral language and the development of reading;
- 1.4k similarities and differences between oral and written language conventions and how to promote young children's awareness of these similarities and differences;
- 1.5k how to build on children's cultural, linguistic, and home backgrounds to enhance their oral language, including the children's home language to develop English; (*diversity*)
- 1.6k how to use instruction that interrelates oral and written language to promote student reading and learning (e.g., preview-review, discussions, and questioning.);
- 1.7k when speech or language delays or differences warrant in-depth evaluations and additional help or interventions; and (*diversity*)

- 1.8k how to use effective informal and formal assessments to evaluate children's oral language skills.

### **Application: What Teachers Can Do**

#### *Teachers of Students in Grades EC-4*

The beginning teacher is able to:

- 1.1s acknowledge children's current oral language skills and build on these skills to increase children's oral language proficiency through specific language instruction using such activities as meaningful and purposeful conversations, dramatic play, songs, rhymes, stories, games, language play, discussions, questioning, and sharing information; (*diversity*)
- 1.2s strengthen vocabulary and narrative skills in spoken language by reading aloud to children and teaching them to recognize the connection between spoken and printed language;
- 1.3s provide direct and indirect instruction, including modeling and reading aloud, in "classroom" English (e.g., language structures and pronunciations commonly associated with written English) and support children's learning and use of classroom English through meaningful and purposeful oral language activities; (*diversity*)
- 1.4s select and use instructional materials and strategies that promote children's language development, respond to children's individual strengths, needs, and interests, and reflect cultural diversity; (*diversity*)
- 1.5s help children how to adapt their spoken language to various audiences, purposes, and occasions;
- 1.6s help children learn how to evaluate the content of their own spoken messages and the content and effectiveness of the messages of others;
- 1.7s plan, implement, and monitor instruction that is focused on individual children's needs, strengths, and interests and is based on informal and formal assessment of children's progress in oral language development;
- 1.8s communicate with children's families about ways that they can encourage children's language development; (*diversity*)
- 1.9s communicate with other professionals and continually seek implications for practice from current research about oral language development, and
- 1.10s support children's development of communication skills through the use of technology.

### **REQUIRED TEXTBOOK**

Otto, B. (2002). *Language development in early childhood*. (2<sup>nd</sup> ed.) Columbus, OH:

Merrill, Prentice Hall.

## Course Requirements

### Field Experiences

There will only be ONE field experience for this course that will be distributed THROUGHOUT the semester. It is the students' responsibility to find a child between the ages of 3 and 5 years of age for this experience. The field experience is equivalent to 10 hours. Students must complete the criminal background checks required by the university in addition to obtaining written permission from the child's parents. Students will NOT contact any schools (including public, private or child care centers) without first talking with the instructor. Failure to adhere to this policy will result in a grade of zero without the possibility of a make up assignment.

### Attendance

Attendance of scheduled classes is mandatory for the completion of this course. In-class activities cannot be replicated outside of class sessions. If an absence is unavoidable, please notify the instructor prior to class or leave a message. It is the student's responsibility to sign the class roster. In order to be considered present for the class, the student must arrive on time and remain for the entire class period. Students who arrive more than 10 minutes late and leave more than 10 minutes before class is over are not allowed to sign the class roster and will be counted absent. **One unexcused absence is allowed in this course. Upon the second unexcused absence of a student, the student will receive a reduction in the final grade by one (1) letter grade. Each additional absence will result in a subsequent reduction of the final grade by an additional letter grade.** Note that travel plans are not considered an "emergency" ("emergency" is left to the discretion of the instructor). In addition, attendance (and participation) to group meetings is also required. Each group must work together to agree on the best time to meet to work on assignments. If an absence is unavoidable, notify group members as well as the university instructor. Failure to do so will result in 5 points taken off (individually) from the group's assignment grade.

### Professionalism

Students are expected to act professionally at all times including during class and at field experience sites. Students must dress appropriately when visiting field sites. Students must refrain from conversations during class. Please turn-off all cell phones and pagers since they cause distraction. Laptop computers must have approval from the instructor. (See "Fitness to Teach" policy document located in the department website - <http://www.utsa.edu/hop/chapter5/5-17.cfm>).

## Expectations

### Reading Assignments

Students are expected to prepare for classroom discussions and activities by completing assigned readings prior to coming to class. Such preparation will help them understand and internalize the content matter more effectively as well as **actively participate in class discussions, activities, and group work**. In-class activities and quizzes will be given throughout the semester that will be counted for a grade. Students must ensure that they are present since those activities will not be repeated and cannot be made up.

### Quality of Work

A standard of written English appropriate for elementary teachers will be expected. All written work submitted must be of professional quality, neatly presented, grammatically correct, and free of spelling and punctuation errors. All written assignments should be prepared on a computer with appropriate word processing software. Facilities are available on campus for this purpose. To improve readability of papers, standard print styles should be used (e.g. Times, Geneva, New York). Font size must be 12 point and all work should be doubled spaced. Do not use bold lettering. **Title pages/cover sheets**, including your name, course/section number and date are required for all written assignments. Pages should be stapled together. Please do not use folders or binders. APA format is required on all assignments and references must be cited on a separate reference page. *Full credit cannot be earned for work that does not meet these standards.*

### Submission of Assignments

Assignments must be submitted on or before the specified due date. No late work will be accepted unless delay is unavoidable and the student has discussed the situation with the instructor prior to the due date (problems with the printer do not apply). Since most of the assignments for this course are field-based experiences, it is important that the students begin looking for research sites ASAP. Grades on late assignments that have been approved by the instructor will be reduced by 10 points. If you are absent on the day an assignment is due, you should make arrangements to submit the assignment on time to avoid the loss of points for late submission. Assignments must be complete upon submission. No incomplete assignments will be accepted. No resubmissions will be allowed unless requested by the instructor.

### **Policy on Scholastic Dishonesty**

Students are expected to demonstrate professional conduct during class sessions. In order to minimize distractions, students should not leave the room during class unless an emergency arises. Students should also refrain from engaging in individual conversations during lectures or class discussions. Any other discipline issues will be managed as the UTSA Faculty Handbook specifies (See Fitness to Teach in the student handbook- <http://www.utsa.edu/hop/chapter5/5-17.cfm>). Students are expected to be above reproach in scholastic activities. Students who violate rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the University. Since scholastic dishonesty harms the individual, all students, and the integrity of the University, any incidence of student dishonesty will be managed as outlined in the UTSA Student Guide.

### **Students with Disabilities**

Students with disabilities must be registered with the Office of Disability Services (MS 2.03.18, telephone 458-4157(Voice), 458-4981 TTY, UTSA Downtown BV 1.302 458-2816) in order to receive support services. If you need accommodation for a disability, please contact me at your earliest convenience.

## **Course Assignments and Examinations**

### **Examinations (4 @ 25 points each)**

Four multiple-choice examinations will be given throughout the semester. Students must bring a scantron (882-ES) to class on each scheduled testing day for recording answers. Tests will be given solely at the time indicated on the course schedule. Tests may not be given at any time other than when they are given in class except under **EXTREME** circumstances as determined by the instructor. An extra credit essay question is included for each exam.

### **In-class Assignments – 20 points (4 assignments @ 5 points each)**

There will be many class assignments throughout the course, but only 4 will be used for a grade. It is up to the student to be present at all times in class since there will be no opportunity to make up these assignments. The instructor will decide on the class assignments.

### **Pop-Quizzes – 20 points (4 pop-quizzes @ 5 points each)**

To help students focus on the reading assignments, pop quizzes will be given periodically without notice. It is up to the student to be present at all times in class since there will be no opportunity to make up these quizzes.

**ASSIGNMENTS: All forms are on Web CT****Assignment #1 Enhancing Language Development Among Infants/Toddlers (15 points)**

This activity will help the pre-service teacher to understand how infants and toddlers develop language through a variety of developmentally appropriate activities.

*Procedure*

1. Watch 2 educational programs on TV, such as Sesame Street, The Wiggles, or Jo Jo's Circus, for the purpose of identifying activities that contribute to a child's acquisition of the five aspects of language knowledge.
2. Using **the chart** posted on WebCT, describe 3 activities from each program (6 total), describe the aspects of language demonstrated in each activity, and the type of activity. Make sure that you have at least one example of each of the five aspects.
3. The **two one-page charts** should be turned in typed, free of spelling errors, and stapled.

**Assignment #2: Children's Language Functions (15 points)**

This activity will help the pre-service teacher to understand how children's communicative competence develops by focusing on functions or purposes of language used in conversation (pragmatic aspect). **You will complete this assignment with the child from your field experience.**

*Procedure*

1. In your field experience, obtain examples of a child's utterances that illustrate each of Dore's Communicative Purposes (Born to Talk in Hult & Howard, 1975, pp. 139-140).
2. Using **the chart** posted on WebCT, categorize the child's utterances by communicative purpose. Be sure to give at least one example of each.
3. The chart should be turned in typed and free of spelling errors.

**Assignment #3 Storybook with Flannel Board or Finger/Hand Puppets**  
**This is an individual assignment and will be presented in class. (25 points)**

This activity will help the preservice teacher understand ways in which children can be encouraged to participate in storybook sharing and oral language development.

*Procedure*

1. Select a children's illustrated storybook. (Pre-K - Kinder)
2. Create flannel board characters or finger/hand puppets. You may do a flannel board and a puppet if you prefer. **(Remember-bigger is better)**
3. The activities should reflect diversity in children's lives.

4. Show the puppet to the child you are using for your field experience assignment. You will use this assignment for at least one of your activities with your child.
5. Include a **three-page** description of this activity describing what happened when you presented it to the child i.e., how the child responded, things that surprised you, what you would do differently next time, etc. Then describe how you used this activity to **increase the five aspects of language knowledge** with your child.
6. All flannel boards and puppets will be presented in class. You must bring your storybook with you to read during your presentation. You will also discuss how your child responded to your puppet as well as turn in your paper.

**Assignment #4: Assessment: Language to Literacy Connection (35 points)****\*This assignment is required for credit. This is your major field work experience.**

This **field-based experience** will allow the preservice teacher how to use effective informal assessments to evaluate children's oral language skills.

*Procedure*

1. Using the Storybook-based Language Observation Guidelines in the Otto book (pp. 379) as a guide, observe and describe a child's language development with respect to the five aspects of language knowledge. You are going to be doing this throughout the semester.
2. For this field-based experience you can select a child you know between the ages of 3 and 5 years. The child can be your own child, a neighbor, a relative, etc. **You may not go to a school or a day care setting unless you work at one and your director writes a letter indicating that you can work with a child for this assignment.** A parent permission slip will also be needed for this assignment (posted on Web CT). **You will need to identify this child early since you will be spending time with him/her throughout the semester for a total of 10 hours.**
3. Using the checklist provided by your instructor, assess the child's current language level (Assessment checklist is posted on Web CT).
4. Every time you meet with the child select an activity (storybook, language game, or activity that promotes language) that will enhance one of the aspects of language knowledge. Other examples of language activities are posted on Web CT. Record the child's language on the anecdotal record (casual observations) form provided by your instructor (Posted on Web CT). Record the interaction between you and the child. Your final copy should be typed. What activity did you do together? What type of language did you observe? Record the date and times you met with the child. You should not meet with the child for longer than 1 hour at a time. 30 minutes is an ideal time to sit with a child one-on-one, but I will accept up to 1 hour.
5. At the end of the semester assess the child's language using the same checklist you used at the beginning of the semester.
6. Write a **four-page narrative paper** divided into the **5 aspects of language** knowledge (double spaced). Include headings that show which aspect of language development you are referring to.
7. You will turn in a field experience notebook at the end of the semester. We will use one class meeting to share our findings, so be prepared to talk about your experiences. Included in your notebook:
  - a. 2 assessment sheets – one completed at the beginning of the semester and one completed at the end of the semester. The comment section on each assessment sheet must be completed.
  - b. 10 hours of documented time with your child and a page (anecdotal record form) for each meeting you had. (typed)
  - c. **Four-page** narrative paper. (typed, double spaced)

- d. Pictures of your child will enhance the quality of your field experience notebook and is required. If parents do not want their child photographed, pictures of finished work completed by your child is required.

**Promoting Language and Cognitive Development through Books (Kinder & Primary-Age Children)**  
**2 assignments @ 5 points each**

**Procedure**

Complete **the chart** posted on WebCt and turn in on the required date. Remember that you need to bring the book with you to class. The books selected should reflect a variety of cultures and socioeconomic backgrounds. Students will read their books and share their information in class.

**In-Class Phonemic Awareness Sheets (Kinder) and Video Observation Sheets (2<sup>nd</sup> grade) – 5 points each**

**Procedure**

These activities will be done during class time and cannot be replicated. Videos cannot be checked out; therefore, it is imperative that you attend class. You will complete **the form** and turn it at the end of class. (Posted on Web CT) My suggestion is to bring a pencil to complete the in-class forms. If you decide to make changes it will be easy to erase and start again. Bringing in more than one copy of the form might also be helpful.

***STUDENT EVALUATION - Using a criterion reference point system, individual project and final grades will be calculated as follows:***

<b>Assignment</b>	<b>Points</b>	<b>Due Date</b>	<b>My Grade</b>
Exam #1	25		
Exam #2	25		
Exam #3	25		
Exam #4	25		
In-Class Phonemic Awareness Sheet (Kinder)	5		
In-Class Video Observation Sheet (2 <sup>nd</sup> grade)	5		
Promoting Language and Cognitive Development Through Books (2 assignments @ 5 points each)	10		
In-class Assignments (4 assignments at 5 points each)	20	Throughout semester	
Pop Quizzes (4 quizzes at 5 points each)	20	Throughout semester	
<b>Assignment #1</b> Enhancing Language Development Among Infants/Toddlers	15		
<b>Assignment #2</b> Children's Language Functions	15		
<b>Assignment #3</b> Storybook/Flannel board or Finger/hand Puppets	25	Throughout semester	
<b>Assignment #4</b> Assessment: Language to Literacy Connection	35		
<b><i>TOTAL POINTS</i></b>	<b>250</b>		

**Grade Distribution**

A = 225 - 250

B = 200 - 224

C = 175 - 199

D = 150 - 174

F = 149 – below

**Tentative Course Schedule (subject to change)**

<b>Date</b>	<b>Class Agenda</b>	<b>Assignments Due</b>
Tuesday, January 15	Syllabus	
Thursday, January 17	Discussion of course forms and assignments.  Groups will be assigned for class activities (12 groups)	<b>Print out and bring all forms posted on WebCT to class.</b>
Tuesday, January 22	Video on Language Development	
Thursday, January 24	Chapter 1 – Language in Our Lives  Activity	<b>DUE: PARENT PERMISSION SLIP FOR ASSIGNMENT #4</b>
Tuesday, January 29	Chapter 2 – Learning and Language  Activity	
Thursday, January 31	Chapter 3 – Language Development Among Children of Linguistic Diversity (CALP HANDOUTS)  Activity	
Tuesday, February 5	<b><u>Exam #1 – Chapters 1 – 3</u></b>	
Thursday, February 7	<b>STORYBOOK AND PUPPET/FLANNEL BOARD PRESENTATIONS - 9</b>	

Tuesday, February 12	Chapter 4 – Language Development of <b>Infants and Toddlers</b>  Activity	
Thursday, February 14	Chapter 5 – Enhancing Language Development in <b>Infants and Toddlers</b>  Activity	<b>DUE: ASSIGNMENT #1 – ENHANCING LANGUAGE DEVELOPMENT AMONG INFANTS AND TODDLERS</b>
Tuesday, February 19	Chapter 6 – Language Development in <b>Preschoolers</b>  Activity	
Thursday, February 21	Chapter 7 – Enhancing Language Development in <b>Preschoolers</b>  Activity	<b>DUE: ASSIGNMENT #2 – CHILDREN'S LANGUAGE FUNCTIONS</b>
Tuesday, February 26	<b><u>Exam #2 – Chapters 4 – 7</u></b>	
Thursday, February 28	<b>STORYBOOK AND PUPPET/FLANNEL BOARD PRESENTATIONS - 9</b>	
Tuesday, March 4	Chapter 8 – Language Development in <b>Kindergartners (KINDER WRITING SAMPLES)</b>  Activity	

Thursday, March 6	Chapter 9 – Enhancing the Language Development of <b>Kindergarteners</b>	<b>DUE: SELECT AND BRING A BOOK TO CLASS FOR KINDERGARTNERS. COMPLETE AND TURN IN BOOK FORM.</b>
Tuesday, March 11	<b>Phonemic Awareness Videos (Kinder)</b>	<b>DUE: PHONEMIC AWARENESS SHEET (COMPLETED IN CLASS)</b>
Thursday, March 13	<b>STORYBOOK AND PUPPET/FLANNEL BOARD PRESENTATIONS - 9</b>	
Tuesday, March 18	Chapter 10 – Language Development in the <b>Primary Years</b>  Activity	
Thursday, March 20	Chapter 11 – Enhancing Language Development in the <b>Primary Years</b>	<b>DUE: SELECT AND BRING BOOK TO CLASS FOR PRIMARY-AGE CHILDREN. COMPLETE AND TURN IN BOOK FORM.</b>
Tuesday, March 25	Video (The Desert – 2 <sup>nd</sup> Grade)	<b>DUE: VIDEO OBSERVATION SHEET (COMPLETED IN CLASS)</b>
Thursday, March 27	<b><u>Exam #3 – Chapters 8 – 11</u></b>	

Tuesday, April 1	<b>STORYBOOK AND PUPPET/FLANNEL BOARD PRESENTATIONS - 9</b>	
Thursday, April 3	Chapter 12 – Exploring Children’s Use of Language: <b>Assessment</b>  Activity	
Tuesday, April 8	Chapter 13 – Enhancing Language Development Among Children with <b>Communicative Disorders</b>  Activity	
Thursday, April 10	Chapter 14 – Fostering Language Development through <b>School-Home Connections</b>  Activity	
Tuesday, April 15	<b>Discussion of field work</b>	<b>DUE: ASSIGNMENT #4 (Field Experience Notebooks)</b>
Thursday, April 17	Day to finish assignments.	
Tuesday, April 22	<b><u>Exam #4 – Chapters 12 – 14</u></b>	
Thursday, April 24	<b>STORYBOOK AND PUPPET/FLANNEL BOARD PRESENTATIONS - 9</b>	
Tuesday, April 29	<b>STORYBOOK AND PUPPET/FLANNEL BOARD PRESENTATIONS - 10</b>	