Prerequisites: Admission to graduate studies program.

I. Course Description:

A study of the development and enhancement of receptive and expressive language and early literacy skills in early childhood with an emphasis on the connections between language and literacy.

James I. Perkins College of Education Diversity Statement is found at the following link: [http://coe.sfasu.edu/about-us/](http://coe.sfasu.edu/about-us/)

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

This course supports the Perkins College of Education’s (PCOE) Vision, Mission, Goals, and Core Values in that it addresses four of the five core values: academic excellence (through learning content and critical, reflective, and creative thinking), life-long learning (through discussions and application), collaboration (through discussions, emails, and some assignments), openness (to new ideas, theories, and philosophies), and integrity (through your demonstration of ethical and professional dispositions and actions). Though this course does not address the PCOE’s Vision, Mission, Goals, and Core Values of service, you will participate in a community service project if you are an ECH M.Ed. candidate.

Additionally, this course meets the National Association for the Education of Young Children (NAEYC) Standards for Advanced Early Childhood Professional Preparation for all candidates in advanced programs, which are located at [http://www.naeyc.org/ncate/files/ncate/Advanced_2pager.pdf](http://www.naeyc.org/ncate/files/ncate/Advanced_2pager.pdf)

At the advanced level of Early Childhood Professional Preparation, candidates demonstrate competence at a higher level and with greater depth and specialization. Candidates in advanced programs are to hold an initial license in early childhood education or a closely related field.

STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING
Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS
Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children’s families and communities. They know about, understand, and value the complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families and to involve all families in their child’s learning development.
STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES
Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES TO CONNECT WITH CHILDREN AND FAMILIES
Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise and varies depending on children’s ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child’s development and learning.

STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM
Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

STANDARD 6. GROWING AS A PROFESSIONAL
Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES
Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills, and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) and in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).

Program Learning Outcomes:

PLO 1: Candidates promote child development and learning. They investigate the historical context of early childhood and disseminate best practices and relevant issues in early childhood education.

PLO 2: Candidates demonstrate professionalism, ethical behavior, and foster positive relationships with families and community partners and advocate for young children and their families.
PLO 3: Candidates observe, document, and assess to support young children and families; they design and select assessment tasks that explore students’ conceptual understandings, use data to inform instructional decisions, and reflect on learning outcomes to guide practice.

PLO 6: Candidates demonstrate professionalism and recognize valid and credible research and evaluate and synthesize it to inform practice.

**Student Learning Outcomes:**

SLO 1.1-504: Candidates examine and analyze oral language development in young children and report findings. (Assessment: guided observations of children with reflection summary identifying instances of levels of language development)

SLO 1.2-504: Candidates examine the basic concepts and characteristics of primary and secondary language development (Assessment: quiz)

SLO 1.3-504: Candidates examine the connections between language development and emerging literacy. (Assessment: research paper outlining language/literacy connections)

SLO 2.1-504: Candidates develop materials for families and communities that advocate early language and literacy development. (Assessment: candidates create a list of language/literacy resources for parents)

SLO 3.1-504: Candidates become familiar with current, standardized instruments for use with young children. (Assessment: in-class simulated sessions with instruments)

SLO 3.2-504: Candidates evaluate curriculum based on Developmentally Appropriate Practice (DAP) and state and national standards. (Assessment: curriculum evaluation discussion)

SLO 6.1-504: Candidates investigate current research on language development and emerging literacy and demonstrate an understanding of the principles and implications. (Assessment: article summaries and discussions)

**III. Course Assignments, Activities, Instructional Strategies, use of Technology:**

1. Guided observations of children examining and analyzing oral language development with a reflection identifying and summarizing instances of levels of language development. (SLO 1.1)
2. Quiz over basic concepts and characteristics of primary and secondary language development. Students will complete a timed quiz following class discussion and text readings in D2L. (SLO 1.2)
3. Language/literacy resources for parents. Students will compile a database of resources for parents. It is to provide information, both online and within the community, to support the language and literacy development of the parents’ or caregivers’ children. (SLO 2.1)
4. Simulated sessions with standardized instruments. Students will view and evaluate simulated interactions to assess language and literacy skills, using current standardized instruments. (SLO 3.1)
5. Research article (language development and emerging literacy) and text summaries/reflections. Students will submit a reading reflection paper for each of the course texts and three research articles. Each reflection will be submitted to Dropbox in D2L. The requirements and grading criteria are provided in D2L. (SLO 6.1)
6. Research article (language development and emerging literacy) discussions. Students will participate in four discussion boards, based on the reading of current research articles. (SLO 6.1)
7. Curriculum evaluation discussion on DAP and state and national standards. Students will participate in one discussion board, based on the review of DAP and state and national standards. (SLO 3.2)

8. Research paper examining the connections between language development and emerging literacy. The purpose of the paper is to allow the student to analyze and synthesize the content of the course into a meaningful framework for teaching and learning in the elementary classroom. The requirements and grading criteria are provided in D2L. (SLO 1.3)

IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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<tbody>
<tr>
<td>Guided Observations / Reflection</td>
<td>25</td>
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<tr>
<td>Language Development Quiz</td>
<td>25</td>
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<tr>
<td>Language/Literacy Resources</td>
<td>25</td>
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<tr>
<td>Simulated Sessions</td>
<td>25</td>
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<tr>
<td>Reading Reflections (5@20)</td>
<td>100</td>
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<tr>
<td>Research Discussion Boards (5@10)</td>
<td>50</td>
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<td>(This does not include the Getting Acquainted Discussion. While no points are earned for this Discussion, it must be completed in order to pass the course.)</td>
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<tr>
<td>Final Research Paper</td>
<td>50</td>
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Grades will be assigned according to the quality of work. All scoring rubrics are available in D2L. However, please note that papers with unacceptable writing will be returned with a grade of zero, regardless of the rubric. Candidates will not receive a passing course grade unless ALL assignments are completed and submitted to the professor. The following grading scale will be used in determining the candidate's final grade:

- A = 90 – 100%
- B = 89 – 80%
- C = 79 – 70%
- F = 69% and below

Please note that anything below 70% is considered failing.
V. Tentative Timeline/Calendar:

This is the official timeline for this course. Refer to it frequently to stay current on due dates/deadlines. It is a good idea to print this timeline, have it readily available, and mark your personal calendar with due dates/deadlines. All Initial Discussions are due on Thursdays by 11:59 p.m., Central Standard Time, and all Discussion Replies (to others’ Initial Posts) are due on Sundays by 11:59 p.m., Central Standard Time. All Dropbox assignments and Quizzes are due on Sundays by 11:59 PM, Central Standard Time, with the exception of the last week. All work for the last week will be due on Friday, June 25 by 11:59 p.m., Central Standard Time.

<table>
<thead>
<tr>
<th>Week &amp; Dates</th>
<th>Modules</th>
<th>Readings</th>
<th>Task</th>
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<tbody>
<tr>
<td>Week 1 May 17-23</td>
<td>(1) Getting Started Module</td>
<td>Introductions (DB-0 pts, but must complete)</td>
<td>Discussion 1: Emergent Literacy Environments</td>
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<td>(2) Emergent Literacy Environments</td>
<td>Book 1 and 2 and article on Environments that Promote Emergent</td>
<td>Discussion (DB – 10 pts)</td>
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<td>Reading Reflection 1: Environments the Promote Emergent Literacy Article (Dropbox - 20 pts)</td>
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<td>Week 2 May 24-30</td>
<td>(3) Connections Between Language and Literacy</td>
<td>Book 1 and 2</td>
<td>Quiz: Primary and Secondary Language Development (D2L Quiz – 25 pts)</td>
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<td>Discussion 2: Connections between Language and Literacy (DB – 10 pts)</td>
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<td>Language and Literacy Resources Database Assignment (Dropbox - 25 points)</td>
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<td>Week 3 May 31-June 6</td>
<td>(4) Current Trends in Early Literacy Instruction</td>
<td>Book 1</td>
<td>Reading Reflection 2: Book 1 (Dropbox – 20 pts)</td>
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<tr>
<td>Week 4</td>
<td>5) The Youngest Second Language Learners</td>
<td>Book 2 and article on Preschool Second Language Learners</td>
<td>Discussion 3: Preschool Second Language Learners (DB – 10 pts)</td>
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<td>(6) Developmentally Appropriate Practice and Emergent Literacy (Part I)</td>
<td>Review portions of Book 1 and 2 and read article on DAP and Emergent Literacy</td>
<td>Reading Reflection 3: Second Language Learners Article (Dropbox – 20 pts)</td>
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<td>Discussion 4: DAP/Standards (DB-10 pts)</td>
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<td>Reading Reflection 4: DAP and Emergent Literacy Article (Dropbox – 20 pts)</td>
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<tr>
<th>Week 5</th>
<th>(6) Developmentally Appropriate Practice and Emergent Literacy (Part II)</th>
<th>Review portions of Book 1 and 2 (Same readings as in Module 6-Part I)</th>
<th>Simulated Language Sessions Assignment (Dropbox– 25 pts)</th>
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<td>(7) Language and Literacy Family Partnerships</td>
<td>Review portion of Book 1 and read new chapter in Book 2 and article on Fostering Partnerships (Only read scholarly article on Fostering Partnerships if you plan to participate in the BONUS)</td>
<td>Reading Reflection 5: Book 2 (Dropbox – 20 pts)</td>
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<td>BONUS: Discussion 5: Fostering Partnerships (DB – 3 pts-This is optional)</td>
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<tr>
<th>Week 6</th>
<th>(8) Putting it all Together</th>
<th>No new readings</th>
<th>Final Exam: Research Paper (Dropbox– 50 pts)</th>
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VI. Readings:

Required:


(Also, if you don't have a copy of the APA 7th edition manual, you will want to be sure to secure a copy.)

VII. Course Evaluation:

“Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical.

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. **Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.**

VIII. Student Ethics and Other Policy Information:

Attendance

The expectation is you will login, EACH DAY, to the D2L format to obtain updates and participate in discussions. Due to an abbreviated semester, it is imperative that students stay abreast of all assessments, assignments, chats, discussions, postings, and communications. The only way to do this is to CHECK THE COURSE at least once, daily. Please Note: Regular class attendance and participation is required of all students, students must be attending and participating in all courses to qualify for financial aid. Students reported for non-participation in their courses could have their financial aid withdrawn.

A student tracking system monitors courses in D2L. Evidence of daily participation, discussion postings, viewing and submitting assignments, and viewing and taking quizzes is available to the instructor of record and the instructional assistant. Learn more in D2L.

Expectations

This is a graduate class. Unlike undergraduate classes, you become your own teacher. As you know, the more you put into this course, the more you learn. **ALL written work is to be scholarly** (emails, DISCUSSION postings, ASSIGNMENTS, etc.). The more you substantiate your thoughts with research and theory, the stronger your knowledge base and impact on others.
I expect you to complete ALL assignments to the best of your ability. All work is to be submitted in a timely manner and is to be of graduate quality. (Use scholarly writing: spelling, punctuation, paragraphs, and citations according to the 6th edition APA Manual, etc.) If you need help with writing, visit the Academic Assistance and Resource Center (AARC) at Stephen F. Austin. If you cannot visit the AARC in person, they offer online assistance. Make plans, now, to utilize the AARC if you know writing is an area in which you struggle. You are expected to perform at a graduate level. If your work is not of graduate level quality, it will be returned to you or your grade will reflect the quality of the writing that was submitted. As I mentioned in the course, I have high expectations for all learners and this includes expectations for scholarly writing. Comments provided on returned work are expected to be incorporated in future assignments.

When responding to Discussion postings, you are to avoid the typical, “I agree…” statements. Ask thought-provoking questions that will move the conversation forward and provide a well thought out response to questions asked of you. Remember, too, to cite the works of those to whom you reference. This is critical!

Because this is an online class, it is easy to copy and use someone else’s work. It is easy to borrow materials from others and claim them to be your own. It is neither tolerated nor legal. This includes using others ideas and not citing them. Make sure you completely understand the university’s policies about cheating and plagiarism. http://www.sfasu.edu/policies/academic_integrity.asp. In addition, please know if you are retaking this course, your professor prohibits the use of turning in work previously submitted in another course. It is also important that you understand your Instructor has a zero tolerance policy for cheating and/or plagiarism in any form, intentional or unintentional. Please be sure you are familiar with APA 7th edition guidelines. You received information regarding the requirement to purchase of the APA 7th ed. handbook at the beginning of your graduate work. Please also be sure to carefully review the slide in Module 1 regarding APA/Plagiarism.

Students with Disabilities

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilitieservices/.

Academic Integrity

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university polity on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp
Penalties for Academic Dishonesty

According to the university, penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university. Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

As noted under Expectations, for this course, it is important that you understand your Instructor has a zero tolerance policy for cheating and/or plagiarism in any form, intentional or unintentional. A zero on the assignment is accompanied by a form that is filed in the student’s folder in the Associate Dean’s office. On the second instance, a zero on the assignment is accompanied by a second form that is filed in the student’s folder and the Instructor recommends dismissal from the program and/or university.

Student Appeals

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades Semester Grades Policy (A-54)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which the WH is assigned, or the grade automatically becomes an F. If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4

Disruptive Behavior--Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA. In addition,

Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions. (Please note for campus visits)


To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check; the completed information form is due __________________________. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/) YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

IX. Other Relevant Course Information:

Assignment Policy

Students must read all assignments and be prepared to participate in D2L discussions. All students are expected to complete assignments on the due date. Late work receives ‘0” points and indicates completion.

Work Policies

1. Late Work— Late work receives no points unless there is prior approval from the instructor. Extenuating circumstances do occur, which will be dealt with on an individual basis, but must be communicated to the instructor prior to the deadline and may or may not be accepted as an extenuating reason. Documentation may be asked for, such as a doctor note, email from OIT, etc. The instructor may allow full credit on late work during extenuating circumstances; it is up to the discretion of the Instructor. Please note, technology issues are not an excuse for submitting late work. Plan for technology issues and secure a back-up computer and internet location.

   • Make-up Work Policy— The decision whether to accept make-up work is at the discretion of the instructor of record. In general, make-up work will be accepted one day from the original due date. No make-up work will be accepted the last week of the session.
   • “Redo Work” Policy— Some assignments may be subject to editing and resubmission at the discretion of the instructor of record or the instructional assistant, for partial credit. In this event, the resubmitted work is due no later than one day after it is returned. Edited work resubmitted without the original work will not be accepted. Do not ask permission to redo work to raise your grade. The instructor of record or the instructional assistant will approach you to see if you want to redo an assignment.

Communication

As you will notice on the course homepage, my virtual office hours are listed. It is my goal to answer any email you send within 48 hours on Monday-Friday. What does that mean? That means if you send an email on Monday at 11:00 a.m., you can expect a response by 11:00 a.m. on Wednesday
morning. Always plan ahead and don't wait until the last minute to ask a question. (While you may receive a response sooner, always plan by the 48-hour rule.) I plan to be away from the computer on Sundays so please keep that in mind. Please also know that I am happy to meet with you through Zoom, if you would like to set up a time to conference.