

**COURSE SYLLABUS  
MURRAY STATE UNIVERSITY**

**DEPARTMENT: Early Childhood & Elementary Education**

**COURSE NUMBER: ELE      COURSE PREFIX: 301 CREDIT HOURS: 3**

I. **TITLE:** Language and Early Literacy for Early Childhood

II. **COURSE DESCRIPTION AND PREREQUISITE(S):**

This course focuses on the child's emerging literacy and exposure to language stimulation. Combining research, reflection and early childhood practices, the course fosters an understanding of how techniques and activities affect language and early literacy skills development in young children infancy through 5 years of age with and without disabilities. Field experiences required.

**Prerequisite:** EDU 103.

III. **COURSE OBJECTIVES:**

Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers that reference the Kentucky IECE Teacher Standards (IECE), Kentucky Early Childhood core competencies (EC), and Interstate Teacher Assessment and Support Consortium (InTASC) standards. Upon successful completion of this class, students will be able to

- A. demonstrate knowledge of how young children acquire and develop the elements of language (IECE I; EC 1; InTASC 1); (I)
- B. demonstrate knowledge of the processes by which young children learn spoken and written language (IECE II, III; EC 1 ; InTASC 4);
- C. demonstrate understanding that reading, writing and listening are interrelated and mutually reinforcing (IECE III ; EC 1 ; InTASC 4);
- D. demonstrate ability to support language and literacy by establishing and maintaining a print rich environment (IECE II; EC 1,4; InTASC 2,3);
- E. demonstrate ability to use multiple literacy strategies to provide young children with and without disabilities a variety of experiences in early literacy (reading and writing) and language (IECE II, III; EC 1; InTASC 2,3,5,7,8);
- F. demonstrate the ability to use informal assessment strategies in language art (IECE IV; EC 5; InTASC 6 );

- G. demonstrate the ability to promote appreciation of literacy appropriate to the young child's developmental level (IECE II, III; EC 1; InTASC 9,10);
- H. demonstrate knowledge of rationale behind constructivism, emergent literacy and transactional theories (IECE I; EC 1; InTASC 4); and
- I. demonstrate ability to use assistive and augmentative technology as needed to support child participation in language activities (IECE III, IX; EC 4; InTASC 4,5,8).

The COE Conceptual Framework and the Theme of Educator as Reflective Decision-Maker are addressed in this course as students design, implement, and reflect on literacy instruction (Obj. D, E). The COE emphasis on technology is addressed through identifying a range of assistive technology tools that support young children's participation in communication and interaction (Obj. I).

The theme of literacy/reading is stressed throughout every course assignment as students learn about language development in early childhood (Obj. A, B, C, F, G, H). The theme of assessment is explored through identifying, using, and creating multiple methods of assessing and addressing children's early literacy efforts (Obj. F). The themes of diversity and closing the achievement gap are addressed during evaluation of students' reflective journals (Obj. D, E). College and Career Readiness are addressed in the creation of the leadership and early literacy project (Obj. B, C, D, E).

#### IV. **CONTENT OUTLINE:**

- A. Infant's ability to respond to elements of human speech
- B. Infant's prelinguistic utterances and the role of experience in the development of these utterances. The young child's use of gesture as a communication tool
- C. General trends in the acquisition of first words and individual differences in children's acquisition of language
- D. Oral language disorders in preschool children
- E. Specific language impairment
- F. Childhood language disorders
- G. The ways in which children derive meaning from words, particularly the role of parent-child interaction and the influence of the child's emerging conceptual skills
- H. Developmental sequence of language
- I. Literacy acquisition theories
- J. Appreciating diversity in children's language
- K. Strategies for encouraging emergence of early literacy
- L. Developing a learner-centered preschool
- M. Linking literacy learning with social and emotional development
- N. Preschoolers as readers and writers

- O. Children constructing literacy
- P. Reading – it's a natural: reading aloud to children in the home
- Q. Developmentally appropriate books and language materials for young children
- R. Designing language and literacy rich environment(s)
- S. Involving families in literacy activities
- T. Informal assessment techniques
- U. Understanding media influences and applying assistive and augmentative technology as needed to support child participation in language activities
- V. Phonological Awareness, Print Awareness, and Oral Language
- W. Dialogic Reading and Integrated Literacy Instruction with Shared Reading

## V. INSTRUCTIONAL ACTIVITIES:

Instructional methods will be mixture of instructor presentations, field experiences, group discussion, problem solving, examinations, collaborative group work, independent readings and both group and independent assignments. A variety of instructional strategies will be used in this class including small group discussion, library and internet research, performance events, tests and student journal.

### 1. Leadership and Early Literacy Project - Presentation

Students will consider their teaching environment. The ways that a teacher arranges the room, uses equipment, and selects materials all exert an influence on the language arts program. The things that children experience on a daily basis speak volumes about the teacher's philosophy, planning, and pedagogical skill.

Students will show examples of how the environment can be planned and prepared:

- Presence of print, meaning that it is abundant, across the setting, at the children's eye level, attractive and appealing, and presented in a variety of formats.
- Proximity to the learners, meaning that literacy should be matched to children both physically (accessible, suited to the children) and psychologically (respectful of children's cultures, linked to their real-life experiences, tied to their interests and preferences).
- Productive, meaning that it nudges children forward in their understanding about becoming literate and teaches them that becoming literate will enable them to accomplish important tasks, find pleasure in literacy activities, and use language as a means of personal expression.

Students will draw up a comprehensive list of activities that they plan to use in their future classrooms.

All children are provided with opportunities to learn when these conditions are met:

- Reading lessons are designed to develop long-term motivation, knowledge, and social competence as well as reading skill.
- Effective lessons are designed as frequently by students as by teachers.

- Different sets of time and organization are used.
- Outcomes are designed for the long term, including the use of performance based assessments.
- There is a lot of talk; students are involved and social.
- Skill instruction is embedded in meaningful engagements.

Learning centers at which children can work on literacy tasks individually or in small groups are an important tool for supporting literacy.

Students will design effective literacy centers that meet the needs of diverse groups of learners:

- Objectives: What do they hope students will learn? What will they accomplish in the centers? How does this correlate with the curriculum? How will each objective best be accomplished?
- Grade level: What grade level or levels is this lesson suited for? Can it be adapted for older or younger students? Can it be modified for students who are gifted or have disabilities?
- Number of centers: Where will the centers be located: in the library and/or the classroom? Can they be easily put away between classes? Will students need any supervision or assistance? Who will help?
- Length of time for each assignment: Will students be able to complete all centers in one class period? Will it take two or more classes to complete all centers?
- Materials: Will students be using computer or Internet programs? Will they need consumable materials? What library resources and equipment will they need? Are there enough materials to share?
- Activities: Do the activities include a variety of media? Can they be done independently or with a partner? Are a variety of learning styles and intelligences included?
- Evaluation: How will students know they have successfully completed the activity? Will they be provided self-check answer keys or rubric? Who will do the evaluation? Will they be provided self-check answer key or a rubric? Who will do the evaluation

Criteria	Exceeds Expectations	Meets Expectations	Below Expectations	Minimal Efforts
Builds positive attitudes in children toward their own emerging literacy abilities				
Promotes meaningful verbal interaction				
Supports children when confronted by linguistic challenges				
Assessment that is used to guide instruction				

An abundance of high quality literacy materials that facilitate reading and writing				
Varied instructional techniques to meet individual needs				
Involves children in meaningful listening, speaking, reading, and writing experiences appropriate to their abilities				

## 2. Classroom Activities to Support Family Literacy - Presentation

Literacy is deeply embedded in family life. Families influence literacy development through interpersonal interactions related to literacy, the physical environment and literacy materials in the home, and attitudes toward literacy, which affect emotions and the motivation to become literate.

Questions parents commonly ask about young children’s reading behavior:

- I have heard that it is important to read to your child. Why?
- When should I begin reading to my child?
- When will my child begin to read on her own?
- Doesn’t a child have to be ready to read?
- Is it a good idea to try to teach my child to read before he or she starts school?
- Why does my child ask me to read and then keep interrupting?
- How do I choose books my child will like?
- Why does my child ask to hear the same book over and over again?
- My child already knows his letters and numbers. Doesn’t this mean he is ready to read?
- When should I stop reading to my child?

Students will provide a workshop for parents. How do family members support their children and get involved? What can parents and families do to support their children’s literacy?

- Offer literacy instruction to families. Teach strategies to help parents and families engage in positive interactions with their children related to literacy events. Include strong participant involvement in curriculum planning and development. Emphasize “everyday literacy” or using literacy to get relevant, real-world tasks accomplished.
- Provide parents/families with suggestions on how to make mealtimes the basis for talking about a variety of topics, including such things as favorite meals and reasons for liking particular food items; vocabulary for utensils, foods, and colors, and how foods were selected, purchased, and prepared.
- Promote children’s books that celebrate diversity in families.

- Provide tips on how parents and families can promote literacy, donate funds or materials to the school, and volunteer time at literacy events.
- Provide general recommendations for working with diverse learners.

Students will use their text and other resources to prepare their leadership and family literacy presentations and present them in class using a PowerPoint, a newsletter, brochure, and bulletin board.

Criteria	Exceeds Expectations	Meets Expectations	Below Expectations	Minimal Efforts
Supports the child and family in attaining levels of literacy				
Recognizes the central role that parents and families play in early language development				
Offers literacy instruction to families				
Teaches strategies to help parents and families engage in positive interactions with their children related to literacy events				
Includes strong participant involvement in curriculum planning and development				
Supports participation through creative scheduling and newsletters				
Establishes ongoing social network through literacy activities in classrooms and communities				

### 3. Reflective Journal (Written Report)

**Students will keep a daily log reflecting the experiences of the field experiences. They will keep a daily log of practicum experiences including date, times, site and activities. They will document 6 contact hours with infants and toddlers and 6 contact hours with preschool children (Total 12 Hours). They will work with students from diverse backgrounds and special need children in a supervised setting.** The supervising teachers will be asked to sign off on log hours to verify accuracy at the end of their field experiences. Students will develop and carry out a lesson plan in literacy with infants/toddlers or preschoolers in a group or home-based

setting. Students will develop an awareness of personal strengths and weaknesses and work toward growth and improvement. They will demonstrate openness toward suggestions made by the supervising teacher. Observation requirement is attached.

Criteria	Exceeds Expectations	Meets Expectations	Below Expectations	Minimal Efforts
Expresses affection and sincere interest in children				
Sends congruent verbal and nonverbal messages				
Invites children into extended conversations and interactions with peers and adults				
Listens attentively to what children have to say				
Uses children's interests as a basis for conversation				
Speaks courteously to children				
Plans or takes advantage of spontaneous opportunities to talk with each child informally				
Reading lessons are designed to develop long-term motivation, knowledge, and social competence as well as reading skill				
Reads stories from classroom materials to provide reinforcement				

#### 4. Memories of Children's Literature

Students' memories may take a variety of formats such as reflective essays, annotated scrapbooks, illustrated picture books, or a PowerPoint presentation.

What were some of their favorite nursery rhymes, stories, books, and authors as a young child? Which of the popular storybook characters do they remember? Which books are better than others? Why? Which books are best suited to which child or group of children? Which types of books are generally appropriate for the very young? Was there anything about the authors' message or style that seemed unique? Would they recommend these books to someone else? Why? If they were going to write a review of these books, what would they want the readers to know about these? How they might use children's literature in their future classroom? If they have a

different ethnic or cultural background, students will take this opportunity to educate others about literature from that background.

Criteria	Exceeds Expectations	Meets Expectations	Below Expectations	Minimal Efforts
Chooses books that appeal to children (Quality – Effective language, colorful phrases, and satisfying conclusion)				
Selects sturdy books that are suited to the very young				
Reflects on favorite books, poems, or chants				
Takes an interest in reading				
Increases children’s knowledge of other cultures				
Reflects on how to use children’s literature in classrooms to foster growth in literacy				
Reads for pleasure and enjoys quality literature				

## VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES

**Students will spend a minimum of 12 hours supervised field experiences with infant, toddler, and preschool children in diverse settings.** Students will apply developmentally appropriate methods and provide literacy instruction to groups of children at a local Head Start program. **To earn a grade in this course, students must successfully complete the required field experiences and record the hours and related components on the LiveText FEM site. Students are also expected to record field experiences in KFETS.**

## VII. TEXT(S) AND RESOURCES

Jalongo, M. R. (2013). *Early Childhood Language Arts*. New York: Pearson Education, Inc.

Based on National Early Literacy Panel Report. (2009) *What Works: An Introductory Teacher Guide for Early Language and Emergent Literacy Instruction*. National Literacy for Family **Literacy**

Course website (CANVAS) and accompanying links to the internet

Students will be able to use resources such as MSU writing lab to improve their writing skills. Resources may include sources such as the Curriculum Material Center and MSU Waterfield Library. KERA Learning Goals and Academic Expectations, KDE Websites, *Journal of the Association of Childhood Education International*, *Journal of Educational Research*, *Journal of the National Association for the Education of Young Children*, *Journal of the Southern Early Childhood Association*, *Journal of Exceptional Children*, *Reading Research and Instruction*, *Journal of Early Intervention and Topics in Early Childhood Special Education*.

**VIII. EVALUATION AND GRADING PROCEDURES**

Grades will be awarded for successful performance in course tasks including but not limited to mid-term and final exams, field evaluations, family literacy presentation, leadership and early literacy project, children’s literature writing project, and a reflective log.

**Course requirements and evaluation:**

Leadership and Early Literacy Project	20 Points
Family Literacy Presentation	20 Points
Reflective Logs	10 Points
Mid-term	20 Points
Final Exam	20 Points
Memories of Children’s Literature	10 Points

100 Points

**Grading Scale:**

**93%-100% =A**

**86%-92% =B**

**79%-85% =C**

**72%-78% =D**

**0%- 71% =E**

**IX. ATTENDANCE POLICY**

Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU *Bulletin*.

**X. ACADEMIC HONESTY POLICY**

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students’ academic achievements accurately, as well as ascertain that work submitted by students is authentic

and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

**Violations of Academic Honesty include:**

**Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

**Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

**Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

**Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

**If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.**

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

## **XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:**

### Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall. (270) 809-3155 (voice), (270) 809-3361 (TDD).

### Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. (270) 809-2018 (voice), (270) 809-5889 (TDD).

## **XII. FLAG SYSTEM/CONTINUOUS ASSESSMENT**

Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admissions committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission. **NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING.**

ELE 301/ Language and Early Literacy for Early Childhood  
Observing and Reflecting:  
A Personal Profile of Literacy Development  
**Field Experiences/ Guidelines**

**Preschool (6 Hours)**

Arrange to interview at least one person who has been a primary caregiver for a young child. Use the following questions to get started and add others questions of that might yield interesting information.

### **Questions for Educators**

1. What goals and expectations do you have for your program in terms of supporting young children's literacy growth? What supports are in place for parents and families?
2. How are you going about understanding the various cultural backgrounds, languages, customs, values, ceremonies, and symbols of the children and families in the community?
3. What have you done in your teaching to support children's language development and literacy growth? What is a source of pride to you as a teacher?
4. How are childhood language disorders identified? How are childhood language disorders treated? How successful is treatment for childhood language disorders?

**Conversing with a young child is an important skill for educator that depends on several abilities:** (1) Identify with children's needs, interests, and perspectives; (2) follow the child's lead and make all of your statements related to what the child just said; and (3) support children as they move back and forth between their inner thoughts and speaking about their thoughts.

**Identify children with language learning disabilities.** Observe overall abilities in spontaneous verbal behavior, social interaction, educational level, and learning characteristics. Observe functional language related activities in modalities of auditory comprehension, verbal expression, drawing, reading and writing.

### **To test your skills in conversing with a child, do the following:**

- Arrange to conduct an extended conversation with a young child. You will probably want to choose a child who has sufficient speech to communicate (typically ages 3-8).
- Your goal is to really converse with the child, so try to meet with a child who knows you and feels comfortable talking with you.
- Collect some pictures of things that are likely to interest a child. You may want to bring some children's books along. Make certain that all of your materials are ready.
- Begin by introducing yourself. Tell the child that you want to talk with him or her about favorite things. Allow the child to select whatever picture he or she likes and begin the conversation.
- During the course of the conversation, relate every one of your comments and questions to whatever the child just said.
- Use all four of the research-based strategies to enhance children's speech: expansions (elaborating a bit on what the child said), extensions (adding

entirely new information), clarifying questions (seeking to understand), and answers to the child's questions (responding to the child's curiosity).

- List the strategies in item 6 above and transcribe excerpts from the conversation that illustrate how you used each one.

### **One of the best checks on children's comprehension of a story is through retelling.**

During your observation you will be sharing a story with a child, then recording and analyzing the retellings. Follow this procedure:

- Select a story with several characters.
- After reading or telling the story, ask children to identify the main characters and make a simple puppet. Model this process for the children and show them how the puppet invents dialogue, based on the story.
- Ask questions about the story and encourage children to answer back in the character of their puppets.
- Invite children to dramatize short scenes from the story using their puppets and retelling skills.
- Analyze the child's retelling for the following elements:
  1. Is there evidence of story language, of specific words or phrases from the story?
  2. Is there evidence that the children have learned some things about the ways of the storyteller (e.g., changing voice for different characters, conveying emotions through facial expressions, etc.)?
  3. Does the retelling demonstrate the children's knowledge of the basic sequence and key events in the plot?
  4. Does the retelling include some elements that show how the children are trying to make sense out of the story and relate it to their personal experiences?
  5. Does the retelling demonstrate the children's basic understanding of the theme, motif, or moral of the story?

### **Functions of Written Language**

Within the classroom, children use written language in various meaningful ways. Collect a wide array of written samples from children. Your own personal notes may also be taken during observations of children while using language in various ways.

### **Observing Children's Language in Various Contexts**

You will look at children's language across three social contexts; with peers, with adults, and in formal language situations.

During your observations, follow young children's activities, record as many examples of children's speech as possible. Then categorize them using the following classifications:

### 1. Interactions with Peers

Questions:

Answers:

Comments:

### 2. Interactions with Adults

Questions:

Answers:

Comments:

### 3. Formal language situations

Questions:

Answers:

Comments:

Compare your findings. Which activities resulted in richer vocabulary, more complex sentences, and of ease of expression? How might the failure to look at children's language across situations lead to erroneous assumptions about their language abilities?

## **Diverse Language Learners**

Provide a list of some of the language differences you have encountered in an inclusive early childhood setting. Identify areas that are problematic to speech development. Recognize the difference between non-communicative and communicative speech in young children.

## **Media Habits**

If interviewing a young child, remember to consider his/her age and adjust the interview to his/her developmental level. Then make arrangements to observe the child utilizing the various types of media.

1. Which television programs, videos or DVDs, computer programs, etc., does the child like most? Which parts of the \_\_\_\_\_ seem to attract the child's interest? Are there times when the child's attention seems to wane?

2. Write down the child's comments and questions, if any, while viewing the program, utilizing the software, etc. Write down your responses, too.

## **Infants and Toddlers (6 Hours)**

Because infants and toddlers are very motivated to engage with others and communicate, your responsive interactions with them can make a positive difference that will last a lifetime. As you observe the infants and toddlers, jot down information, practices, and activities you see that surprise you or give you new ideas or insights for supporting young

children's language and literacy development. Review your reflective journal and reinforce the following points:

- For very young children, learning depends on the trusting relationships they build with the important adults in their lives.
- When children know they are safe, loved, and cared for, they are ready to venture out to explore everything around them.
- It is important to understand and support families' language and literacy practices and to connect what happens in the programs with what happens in children's homes and communities.
- Language experiences in the first three years of life affect language and literacy development greatly.
- Young children who hear a lot of conversation and who are encouraged to talk, have an easier time learning to read than children who hear little conversation and are not encouraged to talk.

Share what you saw and heard about why it is important to talk with children. Try the following:

- Communicate and build a positive relationship with the children through your tone of voice, facial expressions, physical contact, and words.
- Acknowledge what the children are doing by labeling, explaining, giving words for your actions, and verbalizing the intent of the sounds you make.
- Demonstrate a caring relationship with the children by the way you use your voice, facial expressions, words, and physical contact.
- Reading books and sharing your pleasure in language and stories are some of the most important experiences you can offer infants and toddlers.

Pay attention to message about using everyday experiences to support young children's language development.

- Were the activities and experiences developmentally appropriate? Did the caregiver follow the child's lead? What worked well? What can you do differently?
- What does the phrase *share the moment* with the children mean to you? What do you do?
- What might children learn by watching and listening to adults?
- Infants and toddlers begin to develop sound awareness through everyday experiences. What sounds are you surprised to hear? Do you hear any sounds that you have never heard before? What are they?
- What kinds of books do the infants and toddlers have? How do teachers make book reading an interactive language experience?

- How do the books and stories promote the children’s language and literacy skills? Would you include these books in the collections of books in your classroom?
- What are some of the caregivers’ personal favorites to use at story times with young children? How do the children typically respond to story time?

**ELE 301/ Language and Early Literacy for Early Childhood  
Tentative Schedule**

Dates	Course Orientation Conceptual Framework.
	Language learning in context. Literacy acquisition theories. Child Language Development.
	Optimizing every child’s language growth through family literacy. Literacy in the context of the family. Literacy experiences within the fabric of daily life. Infant’s preverbal vocalizations, babbling and first words. Knowing children as literacy learners. Dialogic reading.
	Understanding language development in early childhood. Development of language from birth to age five. Linking literacy learning with social and emotional development.
	What are Childhood Language Disorders? What causes Childhood Language Disorders? How are Childhood Language Disorders identified? Children at-risk for Childhood Language Disorders such as children with hearing loss, cleft lip and palate, or frequent ear infections should be closely monitored for speech and language disorders. For most children, Childhood Language Disorders are identified when the child does not develop speech and language skills at the same rate as other children. When a language disorder is suspected, the child should be referred for a thorough speech and language evaluation to assess all areas of language skill development.
	Helping young children become better listeners. Rationale for teaching early reading competencies. Examine language

	development from birth through five years of age.
	<b>Field Experience 1</b>
	Understanding language development in early childhood. Language in infancy. Oral Language development. Phonological awareness and oral language. Explicit instruction of phonemic awareness.
	Diverse Language Learners. What is the cultural context and home literacy environment? Overview of children's language differences.
	<b>Field Experience 2</b>
	Early stages of language acquisition with a focus on how caregivers' interactions with infants and toddlers can promote the development of verbal abilities. Enjoyment of books. Read-aloud.
	Supporting the speaking of the very young. What is a positive talk environment?
	<b>Field Experience 3</b>
	How do young children use speech? Communicative and non-communicative speech. Understanding young children's language challenges.
	Using narrative and expository texts to foster growth in literacy. Young children as storytellers. Effective methods for reading to infants and toddlers. Classroom activities to support children's mastery of narrative and expository texts. Integrated instruction with shared reading.
	<b>Mid-term Exam.</b>
	Identify and analyze personal language biases. Examine the structure, function, and development of a community of learners. Become familiar with the principles of diversity. Understand appropriate language activities for inclusive early childhood settings. Analyze the teacher's responsibility to honor diverse families to reach and teach every child.

	<b>Field Experience 4</b>
	Develop a working definition of curriculum and apply it to the language arts program. Review the standards for a high-quality language arts program and apply them to an early childhood curriculum. Analyze the factors that impact curriculum development.
	Language learning disabilities. Develop strategies to incorporate the seven functions of language into the curriculum. Explore experiences that support a language curriculum for diverse learners.
	<b>Field Experience 5</b>
	Delineate the relationship between drawing and writing. Analyze how drawing and writing contribute to the thinking and writing processes of children. Compare the developmental processes of both the writing and drawing efforts of young children. Review resources on early literacy for families.
	What is literature for young children? Qualities, selection, genres, and presentation.
	<b>Field Experience 6</b>
	Supporting early and independent reading. Print awareness. Focus on print, meaning, and story knowledge. Coordinating knowledge of print and story.
	Documenting Children's progress in the language arts. Understand the terms assessment, evaluation, measurement, and testing and be able to explain the differences between and among them.
	<b>Field Experience 7</b>
	Recognize the need to document individual children's progress as well as the overall quality of the early childhood language arts program. Explore and analyze the issues surrounding assessment and the impact on the classroom.

	Understand performance assessment and develop a repertoire of alternative assessment strategies. Investigate the value and importance of documentation in the assessment process.
	<b>Field Experience 8</b>
	Consider your teaching environment. The ways that a teacher arranges the room, uses equipment, and selects materials all exert an influence on the language arts program. The things that children experience on a daily basis speak volumes about the teacher's philosophy, planning, and pedagogical skill. Show some examples of how the environment can be planned and prepared.
	Understand the developmental overview of emergent literacy. Define <i>emergent literacy</i> . Describe ways parents/families can support their children's emergent literacy. Identify the value of repeated readings for young children.
	<b>Field Experience 9</b>
	Draw up a comprehensive list of activities you plan to use in your future classrooms. Plan appropriate language arts activities.
	Assistive and augmentative technology. <b>Role Play. Video.</b>
	<b>Field Experience 10</b>
	Define the mass media and information literacy. Describe the processes and skills associated with media literacy. Develop a rationale for including media literacy in the early childhood curriculum. Describe media literacy activities that are developmentally appropriate for young children. Identify appropriate uses of technology based on NAEYC guidelines.
	Discuss ways in which early childhood educators can work with parents/families to achieve media literacy goals.
	<b>Field Experience 11</b>
	Provide a workshop for parents. How do family members support their children and get involved? What can parents and

	families do to support their children's literacy?
	Language and Literacy in Early Childhood. <b>Puppet Show.</b>
	<b>Reflective Journal. Reflection on teaching and learning.</b>
	<b>Field Experience 12. Field Experience Verification is due.</b>
	<b>Final Exam</b>