Midland College

EDLL 3301 Language Acquisition (2-2)
Second Semester

Instructor Information

Instructor:	
Email:	
Office Voice Mail Line:	
Campus office hours:	
Virtual Office Hours:	

Course Description

Exploration of language use and its implications for the development of literacy skills in linguistically and culturally diverse settings. Development of a comprehensive understanding of the interrelatedness of language and literacy learning and to apply this knowledge in the design and evaluation of effective literacy instruction. This course includes field base experiences.

Student Learning Outcomes

Upon successful completion of this course the student will:

1. Develop a working knowledge of essential understandings and critical issues, informed by theory, research, and policy, about language and literacy development, cultural influences, and social contexts in schools.
2. Apply the knowledge gained about language, literacy, and culture to develop a research-based orientation to literacy and its teaching in PK-3 settings.
3. Create lesson plans and activities that are culturally and developmentally appropriate supporting language and literacy for early and emergent learners.

Pedagogy and Professional Responsibilities (PPR):

Knowledge	Skills
Standard 1:	**Standard 1**:
1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22, 1.23, 1.24, 1.25, 1.26, 1.27	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10z, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22, 1.23, 1.24, 1.25, 1.26, 1.27, 1.28, 1.29
Standard 2:	**Standard 2**:
2.1, 2.6, 2.7	2.4, 2.5
Standard 3:	**Standard 3**:
3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11	3.1, 3.2, 3.3, 3.18, 3.19, 3.20

Standard 4:	
4.1	

EC-3	ELPS English Language Proficiency Standards (ELPS)	STR Science of Teaching Reading (STR)	TEKS ELAR K-3 are applied in projects/lesson plans based on grade level and content area chosen for assignments	PKG
1.3				Domains II, III, & IV

Textbook

Otto, B. (2018). *Language Development in Early Childhood Education*. Pearson. ISBN: 10: 0-13-455262-8

D.J. Leu & C.K. Kinzer, (2017). *Phonics, Phonemic Awareness, and Word Analysis for Teachers: An Interactive Tutorial*, 10th Edition, Pearson. ISBN: 13:978-0-12-416978-1

Course Evaluation

Course evaluation is determined by the following ratings:

Letter Grades & Percentages	Points
A = 100% - 90%	400-360
B = 89% - 80%	359-320
C = 79% - 70%	319-280
D = 69% - 60%	279-240
F = 59% and below	239-0

Assignments and Possible Points
Phonics Workbook – 50 pts.
Children's Learning Institute (CLI) language and phonics workshops – 50 pts. each
Lesson Plans (Vocabulary, Phonemic Awareness, Interactive Writing) – 50 pts. each (total 150)
Field Experiences Reflection – 100 pts.
TOTAL – 400 pts.

Unless students are informed otherwise, assignments will be graded within 7 days of due date.

Professional Dispositions for Educators

Over the course of their preparation program, students are evaluated to ensure they are upholding the standards spelled out in the Professional Dispositions for Educators. This policy will apply to

those students pursuing the Bachelor of Applied Science (BAS) in Early Childhood Education (ECE).

The Midland College (MC) Education Division focuses on preparing educators who respect differences, celebrate diversity, and demonstrate the requisite skills, knowledge, and dispositions expected of a professional in fostering student-centered learning environments. Dispositions are a vital component of teacher preparation and are defined as the "professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities." (InTASC Model Core Teaching Standards and Learning Progressions for Teachers (2013), p.6). Prospective educators are expected to develop and practice these attitudes, values, and beliefs throughout their preparation.

Please refer to the Midland College Professional Dispositions for Educators for additional information.

Ethics

The MC BAS in ECE expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators ([19 TAC Chapter 247](#)) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES).

Resources

- TExES Preparation Manuals: [Certification Preparation Materials](#)
- 161 [Pedagogy and Professional Responsibilities EC-12](#)
- Science of Teaching Reading
- EC-3 Content
- [State Board of Educator Certification](#)
- APA format for written work: [APA format](#)
- TEKS: [Texas Essential Knowledge and Skills](#)
- PKG: [Texas Prekindergarten Guidelines](#)

Course Technology

Courses are web-enhanced. Consistent with the State of Texas Standards for Texas Teachers, this course will emphasize "Technology Applications Standards I-IV. See [Educator Standards for Technology Applications.](#) Students should be able to

- Use Canvas Management System
- Create Word and PowerPoint files using Microsoft Office Software
- Use email with attachments
- Use of appropriate antivirus utilities
- Have access to a media player

All interactions with other students and the instructor should be professional and courteous. See [Core Rules of Netiquette](#)

For additional information regarding course technology and resources, please go to your Candidate Toolkit.

Course Communications

MC provides each student an email account to be used in communication with College personnel. This is the default e-mail used in Canvas unless changed by the student. Student are responsible for checking their e-mail, Canvas messaging and announcements.

The instructor will provide feedback on assignment submissions. Students are responsible for reviewing instructor feedback.

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Student Responsibilities and Class Policies:

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Attendance

Attendance is expected. Excused absences and make-up work require instructor approval. Excessive absences, even if excused, may result in course failure.

Assignment Submissions

Assignments must be submitted in Canvas. Students are responsible for ensuring that assignments can be read in Canvas.

Late Work

Late work will not be accepted without instructor approval. The instructor may deduct points from late work.

Scholastic Dishonesty

Students are expected to maintain high academic standards, including being responsible for submitting original work. Information on scholastic dishonesty and the discipline process is in the MC *Catalog and Student Handbook*, Scholastic Dishonesty section.

The instructor may use a tool called Turnitin to compare a student's work with multiple sources. The tool itself does not determine whether or not a paper has been plagiarized, that judgment will be made by the instructor.

Field Experiences

State law requires a background check for all individuals who work, volunteer, or have contact with children in a public school. The link is provided in the Canvas course. Students will not be able to schedule their field experiences until the background check is completed and approved.

After approval, students are responsible for scheduling appointments for field experiences. Students may schedule experiences only where assigned. During field experiences, students must wear an MC ID and follow all site rules and guidelines.

For additional information regarding Field Experiences, please refer to the Field Experiences and Student Teaching Manual. (link)

Title IX: Non-Discrimination Statement

MC does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities. The following individual has been designated to handle inquiries regarding non-discrimination policies:

> Tana Baker, Title IX Coordinator/Compliance Officer, 3600 N. Garfield, SSC 131, Midland, Texas 79705, (432) 685-4781, tbaker@midland.edu

For further information on notice of non-discrimination, visit the ED.gov Office of Civil Rights website, or call 1 (800) 421-3481.

Americans with Disabilities Act (ADA) Statement

MC provides services for students with disabilities through Student Services. In order to receive accommodations, students must visit www.midland.edu/accommodation and complete the Application for Accommodation Services located under the Apply for Accommodations tab. Services or accommodations are not automatic, each student must apply and be approved to receive them. All documentation submitted will be reviewed and a "Notice of Accommodations" letter will be sent to instructors outlining any reasonable accommodations.

Support Our Students

The Support Our Students (SOS) program helps MC students enrolled in credit courses stay in school by assisting them with emergency non-academic needs. For more information on SOS services see the web site: https://www.midland.edu/services-resources/student-services/sos.php

Cell Phone Rules

All cell phones must be silenced during class. Students may not text during class. Instructor permission is required for audio or video recording of classes.

Grade Appeal

Procedures for grade appeal can be found in the MC *Catalog & Student Handbook*, Grievances and Complaints section.

Course Schedule
This course is offered over 16 weeks. This is an estimate and is subject to the instructor's discretion and may be changed.

Week/Student Learning Outcome(s) (SLO)	Readings and Preparation for This Week's Class	In Class Activities	Assignment (Points)	Due Date
1	• Introduction • Otto (2018) -Text Book/Assignments	• Syllabus • Course Expectations • Ethics and Dispositions • Field Experience Assignments • Language Acquisition Theories in Practice (Vygotsky, Montessori, Piaget, Ken Goodman)		
2 SLOs:1	• Ch. 1 • Language in Our Lives	Discussion • Development of language competency; • Three levels of language knowledge.		
3 SLOs: 1	• Ch. 2 • Theoretical Perspectives and Contexts of Language Development	Discussion • Behavioral theorists; • Critical periods in language development	Children's Learning Institute (CLI): Language	Monday by midnight
4 SLOs: 1	• Ch. 3 • Language Development among Children of Linguistic Diversity	Discussion • Linguistically divers classroom • Bilingual education		
5 SLOs: 1	• Ch. 4 • Language Development of Infants and Toddlers	Discussion • Syntactic-semantic pattern in speech	• Lesson Plan #1 Vocabulary Development	Monday by midnight

Week/Student Learning Outcome(s) (SLO)	Readings and Preparation for This Week's Class	In Class Activities	Assignment (Points)	Due Date
			Through Centers **(50 pts)**	
6 SLOs: 1	• Ch. 5 • Enhancing Language Development in Infants and Toddlers	Discussion • Teacher-mediated activities • Discovery centers		
7 SLOs: 1, 2, 3	• Ch. 6 • Language Development in Preschoolers	Discussion • Define overextension and underextension • Difficult sounds for 4-year-old kids		
8 SLOs: 1, 2, 3	• Ch. 7 • Enhancing Language Development in Preschoolers	Discussion • Share-and-Talk • Dramatic play	• Lesson Plan #2 Phonological Awareness **(50 pts)**	Monday by midnight
9 SLOs: 1, 2, 3	• Ch. 8 • Language Development in Kindergarteners	Discussion • Diagraphs • Sense of humor and semantic knowledge		
10 SLOs: 1, 2, 3	• Ch. 9 • Enhancing Language Development in Kindergarteners	Discussion • Pre-K and K levels • Routine activities		
11 SLOs: 1	• Ch. 10 • Language Development in the Primary Years	Discussion • Define *derivational morpheme* • Child's comprehension of figurative language	• Lesson Plan #3 Interactive Writing **(50 pts)**	Monday by midnight
12 SLOs: 1, 2, 3	• Ch. 11 • Enhancing Language Development in the Primary Years	Discussion • Word wall • Primary classrooms • Shared reading		
13 SLOs: 1	• Ch. 12 • Language Assessment: Observing, Screening,	Discussion • Strengths and limitations of informal assessment • Validity and reliability	Children's Learning Institute (CLI) Phonics:	Monday by midnight

Week/Student Learning Outcome(s) (SLO)	Readings and Preparation for This Week's Class	In Class Activities	Assignment (Points)	Due Date
	Diagnosing, and Documenting			
14 SLOs: 1	• Ch. 13 • Enhancing Language Development Among Children with Communicative Disorders	• Discussion • SLI or language delay • Stuttering		
15 SLOs: 1	• Ch. 14 • Fostering Language Development Through School-Home Connection	Discussion • Guidelines for interacting with parents • Language development at home	**Phonics Workbook**	Monday by midnight
16 SLOs: 1, 2, 3	• Field Experiences Reflection (Lesson plans reflection) • ePortfolio		• Field Experiences Reflection **(100 pts)**	Monday by midnight

Please note that the instructor reserves the right to change the syllabus.